

**TEACHING WRITING A HORTATORY EXPOSITION TEXT THROUGH PROJECT-
BASED WRITING AT SENIOR HIGH SCHOOL STUDENTS**

PAPER

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BY

ELVI WAHYUNI

67470/2005

ADVISOR

Drs. SAUNIR SAUN, M. Pd.

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF PADANG

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HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

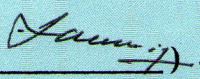
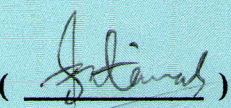
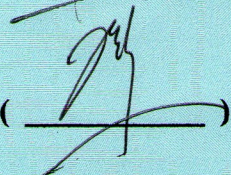
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Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**TEACHING WRITING A HORTATORY EXPOSITION TEXT THROUGH
PROJECT- BASED WRITING TO SENIOR HIGH SCHOOL STUDENTS**

**Nama : Elvi Wahyuni
NIM/BP : 67470/2005
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Desember 2010

Tim Penguji

Nama	Tanda Tangan
1. Ketua : Drs. Saunir Saun, M.Pd.	()
2. Anggota : Sitti Fatimah, S.S., M.Ed.	()
3. Anggota : Rusdi Noor Rosa, S.S., M.Hum.	()

HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Writing a Hortatory Exposition Text through
Project-Based Writing to Senior High School Students

Nama : Elvi Wahyuni

NIM/BP : 67470/2005

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

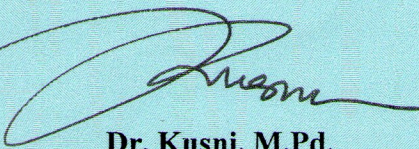
Fakultas : Bahasa dan Seni

Padang, Desember 2010

Disetujui oleh:

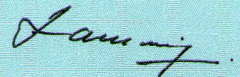
Ketua Jurusan,

Dosen Pembimbing,



Dr. Kusni, M.Pd.

NIP. 19620909 198803 1 004



Drs. Saunir Saun, M.Pd.

NIP. 19541228 197903 1 002

ABSTRAK

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Tujuan penulisan makalah ini adalah untuk memaparkan salah satu teknik pengajaran *writing*/ menulis *hortatory exposition text* yaitu *project-based writing technique*. Teks *hortatory exposition* termasuk ke dalam *expository text* di mana penulis menyampaikan argumen-argumennya tentang topik yang sedang dibahas. Argumen tersebut diperkuat dengan memberikan bukti-bukti nyata. Pada teks *hortatory exposition*, penulis mengakhiri tulisannya dengan memberikan saran atau rekomendasi untuk penyelesaian masalah tersebut. Teks *hortatory exposition* ini dipelajari oleh siswa SMA kelas II. Siswa diperkenalkan dan diberi informasi mengenai teks *hortatory exposition* dan setelah itu diharapkan mampu menghasilkan sebuah teks *hortatory exposition* yang benar. Namun, kenyataannya masih banyak siswa yang kesulitan menghasilkan sebuah teks *hortatory exposition* yang bagus. Mereka terkendala dengan pengembangan ide, organisasi teks dan juga ciri kebahasaannya. Kurang tepatnya teknik pengajaran yang digunakan guru mata pelajaran bisa menjadi salah satu penyebabnya.

Berdasarkan permasalahan di atas, pada makalah ini dibahas salah satu teknik pengajaran menulis teks *hortatory exposition* yaitu *project-based writing technique*. Dalam penerapan teknik ini, pertama, siswa akan dibagi kedalam kelompok yang beranggotakan maksimal empat orang. Kemudian masing- masing kelompok berdiskusi untuk menemukan topik yang menarik bagi mereka. Setelah mendapatkan sebuah topik, sebagai proyeknya, setiap anggota kelompok bekerjasama mencari informasi-informasi tentang topik yang mereka pilih yang nantinya akan mendukung argumen mereka dalam menulis teks ini. Setelah mendapatkan informasi yang cukup, siswa mulai menulis teks *hortatory exposition*. Dengan menggunakan teknik ini, siswa akan lebih memahami apa yang mereka buat karena topik yang diangkat berhubungan langsung dengan kehidupan mereka. Siswa pun akan secara aktif mencari informasi yang berhubungan dengan dengan topik yang mereka pilih. Dengan meningkatnya motivasi siswa untuk menulis diharapkan tulisan yang mereka hasilkan akan lebih baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a language skill which plays an important role as a medium of communication. Through writing, people can show their feelings and ideas, and also communicate something in their mind. It is a kind of indirect communication between the writer and the reader because they do not communicate face to face. Thus, the writer needs to consider about the reader. The writer should state clearly what they write in order not to make the reader feel confuses about the writing.

Actually, many people can write, but writing here means not only the simple one. A good writing is a writing that is composed correctly by considering some elements of writing, such as content, language, organization and mechanic. Moreover, when writing in a foreign language, the writer should have more attention to the rules of how to produce a good writing in that language. The writer should know the convention of that language. Learning to write in English as a foreign language is considered as something difficult, because the writer should understand the elements of writing that have mentioned above.

Based on the curriculum of English in Indonesia today, KTSP (*Kurikulum Tingkat Satuan Pendidikan*), the learners are not only expected to be able to comprehend many kinds of texts, but they also must be able to produce or write many kinds of texts. There are several texts that are studied by senior high school students which include descriptive, report, news item, narrative, discussion, explanation, exposition, and review. A hortatory exposition text is one of the genres that are studied by the second grade students of senior high school. In this kind of text, the students choose an important issue in their real life problem and then provide their arguments about the issue. To strengthen the arguments, it should be supported by the facts. At the end of the text, by considering the arguments, the students give their recommendation. Through this text, the students learn how to express their argument about something. Therefore, the students should understand how to write a good hortatory exposition text. They must be able to produce a hortatory exposition text communicatively.

Nevertheless, many students have difficulty in writing this text. Based on the interview with some teachers of a senior high school in Tiltang Kamang, it was found that there were few students that could produce a good writing of hortatory exposition text. They had difficulties in arranging the ideas, arranging the text based on its generic structure, and also about the language features of the text. They had difficulty in developing the ideas because the lack of background knowledge about the topic of the writing. As the result, when the students are

asked to write a hortatory exposition text, they cannot support their argument and have difficulty to elaborate their ideas. Moreover, sometimes the students are confused to determine the generic structure between a hortatory exposition text and an analytical exposition text. This may happen because the students did not really understand about the kinds of text. Then, the students also did not pay attention to the language features of the text. They only focus on how to write their sentences in English. They usually write a text by translating word by word without considering the language features of the text. In addition, the students still have less motivation to write because the activity that is used by the teachers did not attract their interest. They had set in their mind that writing is a boring activity and also a difficult subject. These problems lead the students produce a poor writing.

The technique that is used by the teacher also gives an influence to the students' motivation to study, especially, in writing. In teaching writing a hortatory exposition text, the teacher usually introduces the text to the students by giving a model of the text. Then, some students read aloud the example of the text one by one. After that the teacher asks the difficult words that the students find in the text. The activity is continued by answering questions about the text. Finally, the teacher asks the students to write by choosing the topics which are offered from the text book and by considering the example of the text that are given before. Sometimes, the students do not have background knowledge about the

topics which are given, so the students have low motivation to write. These monotonous activities also make the students feel bored. Thus, the teacher should find a technique that can attract students' interest to study and make the students have high motivation to write a hortatory exposition text.

The problems that are stated above can be solved by implementing an interesting technique in teaching learning process, especially, in teaching a hortatory exposition text. For example, the teacher can use some pictures to attract students' interest in writing this kind of text. Then, the teacher can also provide them with interesting media such as newspaper, magazine, and also short video. The interesting technique and media are used to attract students' attention to write a hortatory exposition text and also to make them have high motivation in writing this kind of text.

One of the techniques that can be used, especially, for a hortatory exposition text is project-based writing technique. In this technique the students write a text based on the project that is assigned to complete the writing. The project that should be done is searching any information related to the topic that will support their argument in writing. The students write the text based on the topic that is relevant to their real life. The students also should consider the process approach of writing. The process approach focuses on the stages that are done to create a text. It includes an idea generation, freewriting, drafting, peer editing and a final draft.

In project-based writing technique, the teacher mostly acts as facilitator. The teacher gives some guidance to the students in doing the activity and producing a good writing. First, the teacher gives explanation about hortatory exposition text by modeling the text. Then, the teacher leads the students to comprehend the text by asking some questions related to the text including the content, the purpose, the generic structure, and also the language features of the text. Then, the students are divided into several groups. Each group consists of four students. Every group does discussion to find a topic from their real life that attracts their interest. After finding a topic, the member of each group should work together to find information or fact that can support their argument in writing a hortatory exposition text. They can find the information by reading a book, searching related information in newspaper, magazine, and also internet. They can also do interview with some people who know and have knowledge about the topic. With the information they have got, the students will have motivation to write because they know what they will write about and it is easier for them to elaborate their arguments that will lead them to have a strong recommendation.

Project-based writing technique is chosen because it is considered as one way to match tasks with interesting topics that are relevant to the students. It means that the teacher raises the problem based on students' interest, so they will have motivation to discuss about the problem and also will actively searching any

information related to the problem that will support them in writing a hortatory exposition text. It is hoped that by using this technique, the students can be helped in developing their ideas and arguments during the process of writing a hortatory exposition text. As the result, they can produce a better writing.

B. Identification of the Problem

Based on the background of the problem above, there are some problems that can be identified related to the writing a hortatory exposition text. It deals with developing the ideas, the use of language features in the text, and also the generic structure of the text. The low of motivation to write a hortatory exposition text becomes another problem that is faced by the students.

Those problems occur because of some factors from both the students and the teacher. The factors from the students are the difficulty to develop ideas because the students do not have the background knowledge about the topic they write, the lack of vocabulary and also the lack of understanding about the text itself. While the factor that comes from the teacher is about the technique. The technique that is used by the teacher does not attract the students' interest, so the students have low motivation to write.

Related to the explanation above, project-based writing is considered as one of techniques that can attract the students' interest and motivation to write a hortatory exposition text.

C. Limitation of the Problem

The problem of this paper is limited on using the project-based writing technique in teaching writing a hortatory exposition text at senior high school students.

D. Formulation of the Problem

The problem of this paper is formulated as follows: "how does the teacher use project- based writing technique in teaching writing a hortatory exposition text at senior high school students?"

E. Purpose of this Paper

The purpose of this paper is to describe the procedures of project-based writing technique in teaching writing a hortatory exposition text at senior high school students.