

**TEACHING WRITING A HORTATORY EXPOSITION TEXT  
THROUGH “ADBUSTER” TO SENIOR HIGH SCHOOL  
STUDENTS**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements  
For the Strata One (S1) Degree*



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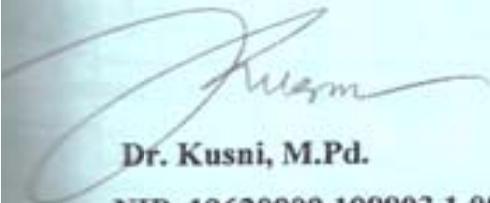
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**Judul** : Teaching Writing A Hortatory Exposition Text Through "Adbuster"  
to Senior High School Students

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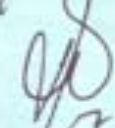
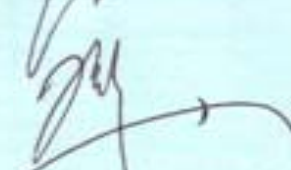
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## ABSTRAK

**Andriani, Fitria (2011).** “Teaching Writing A Hortatory Exposition Text through “Adbuster” to Senior High School Students”. *Makalah*. Padang: Jurusan Bahasa Inggris FBS UNP.

Teks *hortatory exposition* adalah teks lisan dan tulisan yang berfungsi untuk memberitahukan kepada pembaca maupun pendengar bahwa sesuatu harus atau tidak seharusnya terjadi atau dilakukan. Teks ini telah diajarkan pada siswa SMA tingkat XI semester 2. Kenyatannya, masih banyak siswa yang mengalami kesulitan dalam mempelajari teks ini terutama dalam kegiatan menulis. Salah satu masalahnya adalah kurangnya ide siswa dalam menulis. Masalah lain yaitu guru tidak memiliki strategi yang dapat membangkitkan ide-ide siswa dalam menulis teks *hortatory exposition*;

Untuk itu, makalah ini ditujukan untuk membahas penggunaan *adbuster* sebagai media untuk merangsang ide-ide siswa dalam menulis teks *hortatory exposition*. *Adbuster* adalah sejenis media yang bentuknya seperti iklan tetapi memiliki ide yang berlawanan dengan iklan. Jika iklan bertujuan untuk mengajak orang untuk membeli produk, *adbuster* bertujuan untuk mengajak orang untuk tidak membeli produk tersebut karena ada beberapa alasan. Kegiatan yang diterapkan dalam makalah ini dibagi tiga yaitu kegiatan awal, kegiatan utama dan kegiatan akhir. Dengan menerapkan penggunaan *adbuster* ini dalam mengajar teks *hortatory exposition* di dalam kelas, diharapkan para siswa bisa menulis teks *hortatory exposition* yang baik dan benar.

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Above of all, the writer would like to dedicate her thanks to her beloved mother, the best mother in the world **Ernawati** for her never endless love, care, support and prayer. The writer is really proud to have mother like her who always has solution for her problem, who always give support when she almost gave up, and who always prays for her best. The writer also sends her deepest thanks to her

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The Writer

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the four basic skills in English besides speaking, listening, and reading that should be mastered in order to get success in learning a language. Writing is a way of communication where people can express their ideas, feelings and thoughts in written form. Writing shows someone's ability in organizing ideas, knowledge and analysis. Therefore, writing becomes an important and a compulsory skill that must be taught in all levels of students.

However, writing is regarded as a difficult task by most of students, especially students of Senior High School. Rass (2001 ) states writing is a difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. They face problems in mastering this skill; they think that writing is not an easy skill to be mastered. That is way there are so many students who cannot express their ideas into a good writing especially in foreign language like English. Based on writer experience, when the teacher asks students to make an essay, most of them are lazy to do it. Writing makes them bored because they spend much time to imagine and think about what to write and need a long time for them to finish.

Moreover, in *Kurikulum Tingkat Satuan Kependidikan (KTSP)* for English subject there are 12 genres that should be mastered by Senior High School Students. They are narrative, recount, procedure, descriptive, news item, reports,



analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. One of the texts that should be mastered by Senior High School students is hortatory exposition text. This text is a part of expository text which has a purpose to influence the readers' opinion. Goner (2009) states that hortatory exposition text is a type of spoken and written text that is intended to explain the listeners or readers that something should or should not happen or be done. It discusses about an issue and makes a controversial statement. In order to make the main point of issue becomes strong and influence the readers' thought, it should be supported by some arguments and should have a recommendation at the end to give suggestion about the issue.

In facts, most of students in Senior High School still have problems in writing a hortatory exposition text. Although the teacher has taught the characteristics of hortatory exposition text, the students still do not able to write this text. Most of them have difficulties in developing and expressing their ideas into a good writing. They just keep thinking about what to write, so it will spend long time for them to write a hortatory exposition text.

Those problems are caused by some reasons. *First*, the topic may not be interesting to the students. Students in Senior High School have begun to think critically. They have started to give responds of their environment. Because of that, the students like discussing about the topic that is interesting for them. *Second*, the teachers have a difficulty to apply the good strategy to arise students' motivation to produce a good essay. The teachers are expected to be more creative in facilitating their students with interesting materials and variation in teaching.

Actually, in teaching writing, a teacher needs a media to lead the students to the topic which will be discussed. Some of the teachers use a media like pictures to teach the students in writing hortatory exposition text and some do not. In fact, they teach students just by asking them to imagine about an issue and then transfer it into a written form. This makes the students get bore and the teaching learning process become not interesting.

In this paper, the writer would like to use adbuster as a media in teaching writing hortatory exposition text. Adbuster is a form of media that looks like an advertisement but actually opposed the values and assumptions presented by a corporation through its advertising campaigns (Grigoyan & John: 2008). From definition of adbuster we can said that adbuster has opposite ideas with advertisement. If an advertisement is made to persuade people to buy something by showing the positive side of that advertisement, adbuster is use to criticize the advertisement that it does not only have the positive side but also the negative side.

Usually, advertisement have a central message like “if you by this product you will be “thin”, “rich”, “successful” or “happy”. However, adbuster is made by showing the negative side effect of a product or by challenging the definition of beauty, happiness, and success not in terms of outward appearance, but rather than as connected to one’s overall health, well-being and inner beauty. Adbuster can be found by looking at the hidden message behind the advertisement. For example, if you buy this product you will get some diseases or it just lost your money because

definition of beauty itself not in terms of outward appearance but rather than as what we call inner-beauty.

The purpose of Adbuster here is to build students' ideas in writing hortatory exposition text by criticize the advertisements to see some negative side of them. Yan (2005) said that it can also active the *schemata*, which is the background experience or world knowledge a person possesses that allows a writer to relate personal experiences to the topic and discover everything he or she has to say. When students criticize an advertisement about cigarette by looking at the negative side effect of cigarette, they will conclude an idea that cigarette is not good for our health based on some reasons. After that the students find the solution for the problem or give some recommendations. This way will lead them to the hortatory exposition text. Adbuster is also use to improve students' critical thinking when they criticize the advertisement.

## **B. Limitation of the Problem**

Based on the background of the problem, there are many kinds of genre that must be mastered by the students in Senior High School in order to be able to arrange a good text. But in this paper, the writer only discusses about hortatory exposition text. Besides, there are many kinds of media that teacher use in teaching writing hortatory exposition text. This paper is limited to the use of Adbuster as a media to teach students in writing hortatory exposition text.

**C. Formulation of the Problem**

Based on the background and limitation of the problem above, the problem in this paper can be formulated as follow “How could an English teacher teach writing a hortatory exposition text to the students of Senior High School through Adbuster?”

**D. Purpose of the Paper**

The purpose of this paper is to explain how to teach students in writing hortatory exposition text through Adbuster. By using this media, the writer hopes that the teaching can improve the students’ ability in writing a hortatory exposition text.