Improving the Students’ Ability in Writing Hortatory in Writing Hortatory Exposition Texts by Using Peer Response

Nora Fitria, Agung Daeng Sutami

Pendidikan Bahasa Inggris, Universitas Serambi Mekkah
Emai: nrafitria@gmail.com

ABSTRAK

The study reports the improve students’ ability in writing hortatory exposition texts by using and without using peer response technique. Using experimental research with pre-and post test design, this study assigned 60 students of MAS Al Islah Al Aziziah Banda Aceh selected at random. The sample was divided into two groups. Group one worked by using peer response and group two worked without using peer response. To analyze the data, t-score formula was used. The result found that the peer response technique significantly improved students’ ability in writing hortatory exposition texts. In summary, writing hortatory exposition text with peer response improves the students ability in writing the text.

Keywords: Hortatory exposition texts; peer response, writing skill.

INTRODUCTION

Related to Foreign-Language Teaching and Learning, writing and learning, writing has always been one of the most complex and difficult language skills to master in learning second language. Richards and Renandya (2003:303) argues that “there is no doubt that writing is the most difficult skill for second language learners to master”. In fact, teachers give less attention to teach writing instead of speaking, reading, and listening. Carney (2000) found that 95% high school English teachers opine writing as an important but only 19% assign it as an unimportant task because the process of assessment is time consuming especially for lengthy assignments. The cognitive domain has focused more on reading skill and numeracy than that of writing skill. These conditions arouse the students to lose their motivation and interest to learn writing skill. Besides, teachers usually do not teach the students of how to write in English but only test them. They also do not give enough opportunities and guidance for students to produce good writings. To be able to produce good writings, students also have to master the micro skills of writing. However, many of them are lack of those skills and it causes the difficulties in writing increase. Those facts are the reasons why the students’ writing ability is relatively low.

Learning English is an integrated process that the learners should study the four basic skill: listening, speaking, reading, and writing. It means that the learners must be dealt or trained about the language in order to be able to communicate their feeling through listening and reading, and desires through speaking and writing.
In learning English especially for writing skill, students are expected to be able to write their ideas in English well. It is shown by one of the objectives of teaching English in Senior High School particularly in basic competence of the eleventh grade is that students are expected to be able to write some texts such as; report text, argumentative text, and hortatory text well and accurately.

Next, writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Braine and Claire May (2006:60), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

In addition in Indonesia, writing is taught in junior, and senior high schools. Hortatory exposition is one of writing skills, which is taught in Senior High School. For this level of education, students should learn writing based on certain genres. There are twelve genres given at Senior High School. They are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition text explanation, discussion, and review. In this study the writer uses one of genre given at Senior High School, namely Hortatory Exposition.

The social function of Hortatory Exposition is to persuade the reader or listener something should or should not be the case. Furthermore, hortatory exposition is a kind of text that give the reader or listener the explanation about something or idea. In this case, to support the explanation, the writer or the speaker should have some arguments for the fundamental reasons. Improving the ability in writing hortatory exposition will play an important role and it may amuse students’ attention.

According to Liu and Hansen in Kitchakarn (2009), peer response is the way of interaction between students to share or exchange information with each other. Peer response plays an important role in writing skill. Peer’s comments can lead to the meaningful source of information in the revising stage. Peer’s comments from revision can be used to develop vocabulary, organization and content of writing. Writing teachers used the peer response technique to encourage students to revise their writings. Next, according to Dewi (2013), the students were active and attractive when they were taught writing hortatory exposition text through peer response technique. The students could share their writing to their friends. They could correct their writing each other and this activity made them active. Thus, the use of peer response in teaching and learning process of writing hortatory exposition text was effective to improve the students’ motivation and interest in learning the lesson. Consequently, it affected the students’ ability in writing the text.

RESEACH METHOD

Using experimental research design with pre-and post test was employed for this study. This purpose of the design was to investigate the effects of independent variable on dependent variables. The independent variable is writing hortatory
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exposition text by using peer response activities and without peer response activities. This study assigned two experimental group namely, writing hortatory exposition text by using peer and without peer response. Both groups were given pre and post-test for writing skill. The data collection for writing skill was conducted using table. Scoring of the writing skills was done by the researchers based on the tables. The sample of the study consisted 60 second year of students MAS Al Islah Al Aziziah Banda Aceh from the existing classes. From the sample, 30 students assigned as the writing hortatory exposition texts learning with peer response and 30 students were assigned as the writing hortatory exposition text learning without peer response. One class received peer response activities with pair group formed based on students’ choice of partners. The other group worked individually without peer response.

The research instrument of this study consisted of test (pre-test and post-test). A short paragraph of hortatory exposition text was given to the students as the pre-test prior to the treatment to both groups. After conducting the pre-test, the next step was to analyse the results of pre-test in order to enable the researcher to compare the pre and post-test after the treatment. At the end of the treatment, post-test was conducted to investigate if the treatment using hortatory exposition text learning with peer response and without peer response improves students’ writing skill. The post-test covers a short paragraph of hortatory exposition text to be given to the students. They were asked to write a short paragraph of hortatory exposition text based on the topic given and the topic was “Keeping Our Health”. The data from pre and post-test were analyzed by using Formula statistical methods.

FINDINGS AND DISCUSSION
Finding

Are there significant effects of writing hortatory exposition texts with and without peer response to improve writing skill?

Based on the statistical summary of The Pre-Test Score of Experimental Group and The Pre-Test Score of Control Group, it is found that the t-score of both groups is 0.87. The critical value of t-score for the degree of freedom 60-2 = 58 is 1.67 at the level of 1.67). It means that there is no a significant difference between the score of control group and experimental group in writing hortatory exposition text. It is normal because the experimental group is not been given the treatment yet.

Next, data of experimental and control group after experiment is conducted can be drawn in the next discussion.

The t-score of two means between post-test of experimental and control group is 3.77, the t-test is higher than critical value of t-test for the degree freedom of 60-2 = 58 sample which is 1.67 at the level of significant 0.05 between two group are significant. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, the students of MAS Al Islah Al Aziziah Banda Aceh who are taught writing hortatory exposition text by using peer response technique get higher score than those who are taught by without using peer response technique.

Discussion

Before conducting experiment, the writer gave pre-test and the result of pre-test showed that the students, average score of experimental group is 54.43. After the
writer gave treatment, the students’ average score of experimental group is 70.30. In can be concluded that the students’ ability in writing hortatory text before treatment was 54.43 and it is still low category. Meanwhile after treatment, the students’ ability in writing hortatory text is 70.30 and it is high category. It is clear, that the students’ score in writing hortatory exposition text increases and the increase is about 15.87 points.

Next, in conducting experimental teaching, at first the writer gave a pre-test to both groups (Experimental and Control Group), the scores obtained by the students showed that there was no significant difference between two groups in which the pre-tests’ t-score of both groups is 0.87. The critical value of t-score for the degree of freedom 60-2 = 58 is 1.67 at the level of significance 0.05. The result indicates that t-score (0.87) is lower than t-table (1.67).

Then, the writer implemented peer response technique in teaching writing hortatory exposition text to experimental group. After teaching and learning process (treatment), there is a significant difference between the two-groups. It is proven by the result of the post-test in which the post-test average scores is greater than the pre-test average scores. Next, the statistical analysis indicates that the post-test t-score of both groups is 3.77. The critical value of t-score for the degree of freedom 60 – 2 = 58 is 1.67 at the level of significance 0.05. The result indicates that t-score (3.77) is higher than t-table (1.67). In other words, the students’ scores of experimental group are greater than the students’ score of control group.

Based on the fact, it can be concluded that the hypothesis of this study is accepted and well proven; as the writer has previously hypothesized that the students of MAS Al Islah Al Aziziah Banda Aceh who are taught writing hortatory exposition text by using peer response technique get higher score than those who are taught by without using peer response technique. Therefore, the use of peer response technique in teaching and learning process of writing hortatory exposition text can improve the students’ ability in writing the text.

CONCLUSION

Based on the result of the study and the discussions, some conclusions can be drawn as follows:

1. The eleventh grade students’ average score of MAS Al Islah Al Aziziah Banda Aceh in writing hortatory exposition text before treatment is 54.43 and it is in still low category. It means the students’ ability in writing hortatory exposition text is low.

2. The eleventh grade students’ average score of MAS Al Islah Al Aziziah Banda Aceh are interested in learning writing hortatory exposition text by using peer response technique. The students enjoy learning the subject by using the technique. It is proven that their ability in writing hortatory exposition text increases 15.87 points. Thus, the use of peer response technique in teaching and
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learning process can improve the students’ ability of MAS Al Islah Al Aziziah Banda Aceh in writing hortatory exposition text.

3. The students of MAS Al Islah Al Aziziah Banda Aceh who are taught writing hortatory exposition text by using peer response technique get higher score than those who are taught by without using peer response technique. This can be proven from the result of this research where the result of t-score of post-test of the both group is 3.77. While the t-table for the degree of freedom 60-2 = 58 is 1.67. Thus, t-score (3.77) is higher the t-table (1.67).

4. There is a significant difference between controll group and experimental groups. Based on the statistical analysis, it is found that the students of experimental group who are taught writing hortatory exposition text by using peer response gains better result than the students of controlled group who are taught without peer response technique

REFERENCES