



Teaching Techniques Used to Enhance the Students' Hortatory Writing Ability at English Department of FKIP Universitas HKBP Nommensen

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Abstrak

Tujuan dari penelitian eksperimen ini adalah untuk mengetahui apakah prestasi siswa dalam menulis *hortatory exposition* lebih tinggi jika mereka diajar dengan menggunakan teknik pengajaran *Collaborative Writing* dari pada teknik pengajaran *Clustering*. Populasi penelitian ini adalah mahasiswa jurusan Bahasa Inggris semester lima tahun pelajaran 2021/2022. Subyek penelitian ini adalah 80 siswa yang terbagi dalam 2 kelas yaitu A dan B. Masing-masing kelas terdiri dari 40 siswa. Kelompok eksperimen 1 diberi perlakuan dengan menggunakan teknik pengajaran menulis kolaboratif dan kelompok eksperimen II diberi perlakuan dengan menggunakan teknik pengajaran *clustering*. Prestasi siswa dalam menulis *hortatory exposition* diukur dengan menggunakan tes menulis. Dalam mengevaluasi produk siswa, skor analitik oleh Jacob et al dalam Weigel (2002) akan digunakan untuk menilai produk tulisan. Hasil penelitian menunjukkan bahwa prestasi siswa dalam menulis *hortatory exposition* yang diajar dengan menggunakan teknik pengajaran kolaboratif lebih tinggi daripada yang diajar dengan menggunakan teknik pengajaran *clustering*, dengan $F_{obs} = 9,35 > F_{tab} = 3,97$.

Kata Kunci: *Teks Hortatory, Teknik Pengajaran, Kemampuan Menulis.*

Abstract

The objectives of this experimental research were to investigate whether students' achievement in hortatory exposition writing was higher if they are taught by using collaborative writing teaching technique than clustering teaching technique. The population of this research are students at English department in fifth semester in the academic year of 2021/2022. Subject of this research was 80 students who were divided into 2 classes, namely A and B. Each classes consisted 40 students. The experimental group 1 was treated by using collaborative writing teaching technique and experimental group II was treated by using clustering teaching technique. Students' achievement in hortatory exposition writing was measured by using writing test. In evaluating the students' products, the analytic scoring by Jacob et al in Weigel (2002) will be used to score the writing products. The result reveals that students' achievement in hortatory exposition writing taught by using collaborative teaching technique was higher than that taught by using clustering teaching technique, with $F_{obs} = 9,35 > F_{tab} = 3.97$.

Keywords: *Hortatory Text, Teaching Techniques, Writing Ability.*

INTRODUCTION

Writing is one of the language skills besides listening, speaking, and reading that must be mastered by English learners. According to Nunan (2003: 88), writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into a statement and paragraph. Hortatory exposition writing is a text that is aimed at persuading readers or listeners about something by giving some arguments or opinions. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Wyrick (2008:83) stated that the aimed to learn hortatory exposition writing for students in English department are to improve the students' competency to generate opinion into thesis statement, to generate opinion into argumentation, and the last to formulate the arguments to be recommendation in form of writing or speaking so that can be designed a complete hortatory exposition writing based on the its generic structure.

In fact, Styani (2010), Aggraini (2021) & Indrilla (2018) found that writing usually get least attention in teaching learning in classroom which make students are rarely exposed to writing. The observation showed that students at fifth semester at English department FKIP UHN faced the same thing. The students have problems in writing hortatory exposition text. The students got difficulties in developing and arranging ideas or arguments in their thesis statement. They also unable to generate the opinion into argumentation, and the last they did not know how to formulate the argument to be recommendation in hortatory exposition text. Moreover, it could be indicated when the students were given a topic by the teacher to write, it seemed that they got problem in developing or elaborating their ideas because they did not have enough knowledge and vocabulary to support their ideas about the topic. As the result, the students spent a long time to think what should be written. Furthermore, the students also had problems in grammatical aspect. They faced difficulties in constructing sentences in correct grammar when they did them, their sentences contained many mistakes. As a result, the students were unable to write hortatory text correctly. Besides that, the students have lack of vocabulary. When they wrote a text, they would be stuck because they did not know the appropriate word to express or say a word in English. Table 1 below shows that the writing score of the students of writing is low.

Table1. Data of students' Achievement in Hortatory Exposition Writing in Fifth Semester

No	Academic Year	Mean Score of Writing	KKM
1	2018/2019	64,16	70,00
2	2019/2020	63,49	70,00
3	2020/2021	66,38	70,00
The Total Mean Achievement of Writing is 64,67			

Actually, the standard writing score is 70. It means that if in reality, the students got under 70 of course they will be categorized as the students that having low ability in writing. The data that has been received by the writer from English lecturer at English department showed that score from four classes in three academic years earlier represented the low writing ability. The table shown

that since 2018/2019 to 2021/2022 the total mean achievement of students' score in hortatory exposition writing was 64,67. From the data, the researcher suspected that there might be something wrong in the process of the learning-teaching of writing. It is clear, the expectation of the curriculum could not be done. The curriculum expected that all the students should have a skill of writing in different genre especially for hortatory exposition writing. From the score that the students got, it can be concluded that there is still a gap between students' performance and curriculum expectation in order concerning the learning achievement in writing.

Due to above conditions, the lecturers have to be able to anticipate those problems in order to help the students in teaching writing, especially in writing a hortatory exposition text. The lecturers are expected to be more active in facilitating their students with giving variation in teaching technique process. As it is known, that there are many teachings technique that can be applied in process of teaching learning in writing, especially in hortatory exposition writing, but in this research, the researcher used two techniques that the researcher assumed can overcome students' problem in constructing, arranging, developing and organizing their ideas. According to Brown (2000: 7) that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means teaching is to guide and facilitate in learning process. Whereas technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2006:16). So, teaching technique is the procedure or skill that the lecturers do to guide or facilitate the students to overcome or completing their activities or exercises or task in the classroom. It means that teaching techniques can actualize the learning objective of writing based on the curriculum. Some researchers have found that through the effective teaching technique of writing students' writing result will be better. This is supported by Safriyantunur (2008) who has found that the application of small group work technique in teaching writing is effective to make students' writing achievement better.

In this research the researcher conducted research in helping the students in writing hortatory text, especially in developing and organizing ideas of arguments in the paragraph. In purposing to help the learners, the researcher used collaborative writing and clustering teaching technique. Collaborative writing teaching technique is a powerful technique of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. Through this technique students are put into groups where they initially work together and discover the process of writing themselves. Researches Louth (1993), Nelson (2000), Styani (2010) and Rochmat (2010), Khatib (2015) give the evidence that technique of Collaborative of writing positively affects for student' thinking, learning, and social skills. With this reason the writer tries to use and compare two techniques in this research. These techniques are also expected be able to make the improvement for students' writing in hortatory exposition.

The other technique is clustering teaching. Furthermore Rico (2000:28) stated clustering technique is a powerful tool because it taps into the right brain,

which drives creativity. Our right brain is where fresh ideas and original insights are generated. It gives students a way to organize thinking for writing. It means that this technique is suitable used to produce the brilliant ideas that needed by students to develop and organize arguments in hortatory paragraphs. It is another effective technique the students could use to improve their ability in writing. To cluster means to write the subject in the middle of a blank sheet of paper and draw a circle around it. Because through clustering technique, a writer could be easy to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch off the main events to provide a visual overview of the entire. The purposes of the study is to investigate whether students' achievement in hortatory exposition writing is higher if they are taught by using collaborative writing teaching technique than clustering teaching technique.

METHODOLOGY

Experimental quantitative research design had applied in this research. There will be two variables in this study namely, independent variables: writing teaching techniques: Collaborative writing and Clustering; and dependent variable; students' hortatory exposition writing achievement. The population of this research are student in fifth semester at English department FKIP 3 in the academic year of 2021/2022. The total number of the population in this research is 80 students who are divided into 2 classes, namely A and B Each classes consists 40 students. The instrument used in this study is the writing test to measure the students' achievement in hortatory exposition writing.

The students' writing test results will be scored. In evaluating the students' products, the analytic scoring by Jacob et al in Weigel (2002) will be used to score the writing products. To know the validity of students' writing tests, Product Moment correlation by Karl Pearson is used. The normality test is computed by using Liliefors test. The homogeneity of the test aimed to investigate whether the variance of the test is homogeneous, same with normality. The homogeneity testing of variance is calculated by using T-test. The test will be computed by using SPSS 17.0 for windows 10.

RESULT AND DISCUSSION

1. Students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Teaching Technique

The scores of the students' achievement in hortatory exposition text taught by using collaborative writing can be explained that the highest score of students is 85 while the lowest score is 78. As the result, it can be known that the mean 80.80, the mode 80.00, the median 80.00 and the deviation standard is 2.44. Then, the variance is 5.96. The frequency distribution of research data can be seen in table below.

Table 2. Frequency Distribution of Students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Writing Teaching Technique

No	Score Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency (%)
1	78-79	7	0.18	18
2	79-80	8	0.20	20
3	80-82	11	0.27	27
4	83-84	8	0.20	20
5	84-85	6	0.15	15
		40		100

2. Students' Achievement in Hortatory Exposition Writing Taught by Using Clustering Teaching Technique

The scores of the students' achievement in hortatory exposition text taught by using clustering teaching technique can be explained that the highest score of students is 80 while the lowest score is 73. As the result, it can be known that the mean 80.06, the mode 78.00, the median 79.00 and the deviation standard is 2.23. Then, the variance is 3,74. The frequency distribution of research data can be seen in table 4.3 below

Table 3. Frequency Distribution of Students' Achievement in Hortatory Exposition Writing Taught by Using Clustering Teaching Technique

No	Interval	Frequency	Frequency	Frequency (%)
1	72-73	4	0.10	10
2	74-75	12	0.30	30
3	76-77	11	0.28	28
4	78-79	8	0.20	20
5	79-80	2	0.05	5
6	80-82	3	0.08	8
		40		100

3. Analysis Requirement Testing

This data analysis is analyzed by using Two-way analysis of variance (ANOVA). In fact, the normality and the homogeneity of this data had been tested at first before the analysis by using ANOVA is done. Thus, the result of the test the normality test is as the following

Table 4. Normality Testing

Statistic	A ₁	A ₂
N	40	40
Mean	80.80	76.53
Variance	5.96	3.74
Standard Deviation	2.44	1.93
L _{observed}	0.138	0.115
L _{tabel}	0.140	0,140
L _{observed} < L _{tabel}	Normal	Normal

4. Students' Achievement in Hortatory Exposition Writing Taught by Using Collaborative Teaching Technique is Higher than by Using Clustering Technique

The result of first hypothesis test shows that collaborative writing technique is more effective than clustering to teach hortatory exposition writing for the fifth

semester students of English Department of FKIP Universitas HKBP Nommensen .It can be known from a significant difference on the student's writing competence between those who are taught using collaborative writing teaching technique and those who are taught using clustering teaching technique. It can be proved from the result of analysis shows that the mean score of the students. Who are taught using collaborative writing technique (80.80) is higher than those who are taught using clustering teaching technique (76.52). Thus, it can be concluded that the students who are taught using collaborative writing teaching technique have better writing competence than those who are taught using clustering teaching technique. It means that the students who are taught using Collaborative writing technique is higher than those who are taught by clustering teaching technique

The use of collaborative writing technique in teaching writing hortatory exposition writing gives the students good way how they explore their writing ability well. Collaborative writing effectively teaches the concept of teamwork. It increases student participation, facilitates discussion of enhances critical thinking. It encourages students to continually assess their own performance and class work as well as that of their peers Jacobsen and Mueller in Yong mei fung (2012). 91 Additionally, students learn to clearly express ideas through writing. Collaborative writing improves document quality by pooling the strengths of group members. At the same time, individual weaknesses are caught by the group and revised. Ultimately, collaboration can be a form of motivation for students as they become excited about working with a group as well as the prospect of learning from other students.

On the other hand, Reid (1993:16) said that since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually. The steps to practice teaching hortatory exposition writing by using collaborative writing teaching technique proposed by Efendi (2009): (1) The students are grouped. The members of groups can vary such as in pairs, small groups, or large groups. Grouping is used to reduce the students' anxiety in doing activities in writing class; (2) The students in groups are assigned to complete the incomplete model of texts provided by teacher; (3) The teacher assigns the students in group to discuss the determined writing tasks and asks them to take notes individually; (4) The teacher promotes the students in group to work together in accomplishing the writing task; (5) The students are encouraged to help one another in order to back up members of the group who are possibly weak in the writing task; and (6) The teacher assigns the students to do the writing task individually by considering the result of discussion as valuable input for composing individual work 92

In fact in her research, the writer did not do base on the theory, there were some different, the steps are 1) students asked by lecturer to build the group members, which the groups consist of five students. 2) After that, the lecturer gave the members an identity such as committee members who would have different editing responsibilities: Member A-Punctuation, Member B-Grammar, Member C-Spelling, Member D and F- Content. Particularly with computer

supported collaborative writing, students may not only have considerations about the mechanics of writing. 3) The lecturer gave the topic, which the topic should be developed to be an essay, but should be written in different, 4) Each member should be responsible for everything that had asked to them, they worked together to write thesis statement to be argumentation and last in summing up or recommendation, 5) After finishing to write the essay, each member should correct the product together because the principle of collaborative writing teaching technique is at the end the group member should be responsible to produce the product.

On the other hand clustering teaching technique asked the students to find one word or phrases and then it will be developed to be some words that could be related by using Connecting the new word or phrases to previous ones with lines. The weakness of clustering is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. 93 So it can be seen that collaborative writing teaching technique is the appropriate technique for the students to improve the ability especially in writing hortatory exposition writing.

CONCLUSION

Based on the data analysis and the research findings at the previous chapter, it is concluded that: Students' achievement in hortatory exposition writing by using collaborative writing teaching technique is higher than that taught by using clustering teaching technique.

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