

## **TEACHING WRITING HORTATORY EXPOSITION TEXTS THROUGH GENRE-BASED APPROACH AT SMA NEGERI 2 PINRANG**

Irma Yuliana Saputri

Prodi Pendidikan Bahasa Inggris PPs UMPAR

[irmayuliana.saputrii@gmail.com](mailto:irmayuliana.saputrii@gmail.com)

### **ABSTRACT**

Writing is considered a difficult skill for students. Regarding the reality, the Indonesian government has put one approach in curricula namely genre-based approach that makes the researcher interested to formulate two research objectives in this research. They are to find out the extent to which the using genre-based approach helps teachers in teaching writing hortatory exposition texts and to know the students' interest in the implementation of the genre-based approach in learning writing hortatory exposition texts at SMA Negeri 2 Pinrang. The researcher applied the triangulation mix method and used purposive sampling. To obtain the data, the researcher used three instruments, namely observation, interview, and questionnaire. After analyzing the data, the research result indicated a genre-based approach helpful to teachers in teaching writing hortatory texts. Further, the students' interests categorized as strongly interest.

**Keywords:** Genre-based Approach, Writing, Hortatory Exposition Texts.

### **ABSTRAK**

Keterampilan menulis dianggap sebagai keterampilan yang sulit bagi siswa. Sehubungan dengan kenyataan tersebut, pemerintah Indonesia telah menempatkan salah satu pendekatan dalam kurikulum yaitu pendekatan berbasis genre yang membuat peneliti tertarik untuk merumuskan dua tujuan penelitian

dalam penelitian ini. Tujuan tersebut adalah untuk mengetahui sejauh mana penggunaan pendekatan berbasis genre membantu guru dalam pembelajaran menulis teks hortatory eksposisi dan untuk mengetahui minat siswa dalam penerapan pendekatan berbasis genre dalam pembelajaran menulis teks eksposisi hortatori di SMA Negeri 2 Pinrang. Peneliti menggunakan metode triangulasi campuran dan menggunakan purposive sampling. Untuk memperoleh data, peneliti menggunakan tiga instrumen yaitu observasi, wawancara, dan angket. Setelah menganalisis data, hasil penelitian menunjukkan pendekatan berbasis genre membantu guru dalam mengajar menulis teks hortatory. Lebih lanjut, minat siswa dikategorikan sebagai sangat minat.

**Kata Kunci: Genre-based Approach, Menulis, Teks Hortatory Eksposisi.**

## **Introduction**

Language includes a crucial position for human life. By using language people will express their ideas and interact with each other. Language could be a complex system, and it's proof in its organization and academic world which are teaching tools and methods (Yang, 2016). Moreover, language externalizations that ask meaning through sound, sign, gesture, etc. all the aspects which will refer to meaning will support communicative efficiency (Asoulin, 2016). Among all languages within the world, English has become a global language to speak. As Anburaj and Christopher stated that English is one of all the obligatory subjects in professional colleges because people realize English as international tools for communication, and it's already accepted globally and base on those facts, mastering English is urgent for surviving in today's competitive world (Anburaj and Christopher, 2015). Moreover, English may be a language that is critical and compulsory for many people. As an international language, people commonly using English to speak both orally or in written form.

As orally, some countries use English as a second language to speak in their daily activity, and others use it as a foreign language. Meanwhile, in written form, the utilization of English may be seen by literature which is journals,

articles, books, and others were published in English. By Master in English both orally and written form it helps people or perhaps country to face the planet. It includes Indonesia in facing the Asian Economic Community (AEC) which allows people from other countries freely to induce economic access. So, Indonesian urgent to boost some competence that may support them during this situation. However, a master's in English is required.

Realizing those facts, the Indonesian government has demanded English as a far-off language that ought to be mastered by scholars. The scholars are expected to master those four skills (listening, speaking, reading, and writing). During this research, the researcher focuses only on writing because it's always been a problem in English, although teachers do their best in teaching writing but still receive the little positive effect, and on the opposite side students who are diligent in practice sometimes still find it is hard to enhance their writing ability (Yang, 2016). While another statement assumed that writing is taken into account to be one of the foremost difficult skills that learners are expected to master. Learners may spend years for learn to put in writing a decent text and developing their writing skills (Sabouri, et.al, 2014). Meanwhile, another point of view concluded that the majority of scholars don't have any idea about organizing their ideas, even in their maternal language. So, it's difficult for students to start writing a text (Aragón, 2013).

Further, writing is also assumed as a difficult skill for students to develop and learn, especially in the EFL context, where exposure to English is restricted to some hours per week. Students, studying the composition of English as a second or foreign language, are struggling with many systemic problems, including the collection of correct words, the use of correct grammar, the production of ideas, and the creation of ideas on particular topics. More importantly, they have trouble developing functional language skills, like proper communication use in numerous social contexts and using language in creative ways (Kim, 2005)

The issue of writing as a difficult skill for students also indicated in Indonesia, Indonesian EFL learners faced problems in three categories in writing, those are linguistics problems, cognitive problems, and psychological problems.

Mostly, students faced problems in linguistics related to the grammatical structure (23.2%), formatting words (30.2%), words classes (16.3%), error in using words (9.3%), and thus, employment of article (21%). Second, the arrangement of paragraphs, difficulties with remaining word classes, lack of the generic form, conclusion, and punctuation are cognitive challenges. Last, psychological problems including laziness, egoism, bad mood, and difficulties to start writing also faced by Indonesian EFL learners (Rahmatunisa, 2014).

Generally, some problems that are presented by the previous researcher also indicated the students of SMA Negeri 2 Pinrang. Base on interview results from the English teacher, it explained that students face problems to construct their text because they are less of knowledge about the grammatical structure, vocabulary, the concept of arranging sentence and paragraph, and thus the thought of the topic. Besides, it is also coming from a psychological aspect which is in their mindset writing is difficult, so as that they are lazy and uninterested to write.

In reality, the Indonesian government has put one approach in curricula. Surely, it is expected can help teachers and students in the teaching and learning process that hoped can help students to repair their problems in learning and support them to master English, involve writing. That's an approach named genre-based approach. They need to formulate genre-based approach pedagogy into the national curricula from the implementation of curricula 2006 (school-based curriculum) till the implementation of the 2013 curriculum (Nurlaelawati, 2017).

The genre-based approach (GBA) regarding writing is an approach that will facilitate students to construct their writing easier because this approach comprises some steps that started from the easy activity up to more complex activity. Within the big line, at the start, the teacher fully guides students to grasp the fabric and its function before visiting the guide, then construct their text in a while allowing them to write independently. Furthermore, genre refers to abstract, socially recognized ways of using language. It is supported the assumptions that the features of an identical group of texts rely on the social context of their creation and use, which those features are described in a very way that relates a text to others prefer it and to the alternatives, and constraints performing on text

producers (Hyland, 2003). Moreover, other comments about the genre-based approach describe genre pedagogy includes a wide function. It does not only help students' writing, but it also helps teachers to enhance their educational concepts (Yang, 2016). However, this approach also implements at SMA Negeri 2 Pinrang.

Accordance previous explanation, the researcher is interested to research those phenomena as descriptive research that present research results about some fact within the field regarding the teaching and learning process of writing through a genre-based approach wherein during this research, the researcher research it at SMA Negeri 2 Pinrang. Then, as the scope of the research, this research focuses on teaching and learning writing hortatory expositions texts. Finally, the researcher has done research entitles Teaching Writing Hortatory Exposition Texts through a Genre-based Approach at SMA Negeri 2 Pinrang.

### **Research Method**

The Research used Mix Method which is used to designate combining Qualitative and Quantitative Research methods. Mixed methods research designs integrate quantitative and qualitative approaches by using essentially blending each quantitative and qualitative facts in a single take look. The motive of combined techniques studies is to build on the synergy and power that exists among quantitative and qualitative research techniques to apprehend a phenomenon more fully than is viable the usage of either quantitative or qualitative techniques on my own. There are three sorts of mixed techniques studies layout, they're QUAL-Quan model (exploratory mixed strategies layout), QUAN-Qual model (explanatory mixed strategies design), and QUAN-QUAL version (triangulation mixed technique design). This research used the QUAN-QUAL version (triangulation mixed approach design) so one can gift facts similarly weighted both quantitative and qualitative (Gay et.al, 2006).

### **Findings**

Findings are presented into three points, the data obtained from observation, interview, and questionnaire.

### **A. Teachers and Students Activity**

Genre-based approach is an approach that success helps teachers in teaching writing hortatory text. It can be seen from the observation results that clarified if teachers had a good performance to present their materials. Besides, the genre-based approach gave a positive effect on teachers in influence the students to follow their commands. It showed from activity in step two of the genre-based approach. Teachers directly guided students to their seats to construct their text that automatically encourages students to write because their teacher would come to check their texts while guiding them. In this section, teachers were building emotional closeness with students. They were facilitated to ask their teacher directly for what makes them difficult to write.

Moreover, teachers gave comments for the students' texts and give them some suggestions. It helped most of them to write better in step three which is the independent construction of a text. Furthermore, all activity creates an active class. Most of them were enthusiastic to follow the learning process, gave questions, and sharing with both teachers and friends. Although, a few of them are still confused when they are asked to write independently.

### **B. Teachers' Opinion**

Seven questions have been given to English teachers to know their opinion to what extent the genre-based approach helps them. This activity consisted of one interviewer (I) and two respondents (R). Two respondents are English teachers at SMA Negeri 2 Pinrang. The first respondent is male, he is 51 years old. He teaches English to second-grade students of SMA Negeri 2 Pinrang for about four years. The second respondent is female, she is Then, to know the results of an interview, the researcher presents some extract from the interviewer and respondents conversation.

Regarding all previous explanations, it concludes that English teachers give positive responses for the implementation of the genre-based approach. They agree if this approach is put on curriculum while they also present how important the concept of a genre-based approach to students. Besides, they were also acknowledging some of the strongest and easiness that they got from this

approach and give classification if students are strongly interested in this activity. Moreover, they cannot deny that the genre-based approach also has some weaknesses that already express in the interview process, but compare between positive response and negative response of teachers, shows if the genre-based approach more gives positive effect and helpful to teachers.

### C. Students' Interest

In this section, the researcher gave the questionnaire to the students of class XI IPS 1 and students of class XI IPA 1 after all the learning process through a genre-based approach that implements on teaching writing. The results of the questionnaire are present as follow;

**Table 1.** The Distribution and Percentage of Students' Interest at Class XI IPS 1

Range	Category	Frequency	Percentage (%)
85-100	Strongly Interested	15	50
69-84	Interested	15	50
53-68	Moderate	0	0
37-52	Uninterested	0	0
20-36	Strongly Uninterested	0	0
Total		30	100

The previous table display some of the students who were taught through a genre-based approach in teaching and learning writing hortatory exposition texts indicated strongly interested and some of them indicated interested. Besides, the frequency of students' strongly interested and students' interested was balance each other. Furthermore, the previous table also describes none of the students indicated moderate, uninterested, and strongly uninterested. It means that a genre-based approach is an appropriate approach to keep and create students' interest.

**Table 2.** The distribution and percentage of students' interest at Class XI IPA 1

Range	Category	Frequency	Percentage (%)
85-100	Strongly Interested	25	89.29
69-84	Interested	3	10.71
53-68	Moderate	0	0
37-52	Uninterested	0	0
20-36	Strongly Uninterested	0	0
Total		28	100

The previous table illustrated if most of the students who were taught through a genre-based approach in teaching and learning writing hortatory exposition texts indicated strongly interested, while few of students indicated interested. On the other side, the previous table also explains none of the students indicated moderate, uninterested, and strongly uninterested. It means that genre-based approach gives much positive effect on students' interest

### **Discussion**

Based on the data obtained from the results of the finding, it would discuss in this part as a step to answer the research question. Firstly is to what extent the using genre-based approach helps teachers in teaching writing hortatory exposition texts at SMA Negeri 2 Pinrang and how is the students' interest in the implementation of the genre-based approach in teaching and learning writing hortatory exposition texts at SMA Negeri 2 Pinrang.

In the same discussion, some researchers have conducted related research with this research. Compare this research with some previous research shows if this research result is deal with their research results. Firstly, Ueasiriphan & Tangkiengsirisan in their research entitled "The Effects of Genre-Based Teaching on Enhancement of Thai Engineers' Technical Writing Ability. Secondly, Nagao in his research "A Genre-Based Approach to Writing Instruction in EFL Classroom Contexts". Thirdly, Almaciouglu & Okan done their research entitled "Genre-Based Approach to Writing Instruction for Students at an English Language and Literature Department". Fourthly, Rusmawan conducted research entitle "Genre-based Approach to Teach Writing Descriptive Text". Fifthly, Yang 2016 conducted research entitle "Teaching Chinese College ESL Writing: A Genre-based Approach". Sixthly, Yang in 2012 research "A Study of Students' Perceptions and Attitudes towards Genre-based ESP Writing Instruction".

All the previous researchers found if genre based approach gave positive approach in teaching writing both from students writing ability and students interest. Ueasiriphan & Tangkiengsirisan found that genre-based approach apparently provides a helpful method for Thai engineers to learn how to write.



Nagao, found research results that students' understanding of generic structure and lexicogrammar improved, especially their comprehension of the second and third paragraphs of the target genre text. Almaciouglu & Okan indicate that most of the students acquired, at least, metacognitive awareness of the declarative type, they seem to move their writing ability up and there is a general improvement in their writing performance. Rusmawan in his research found that teaching and learning activities that were carried out by the teacher fulfilled the basic competencies. Yang in 2016, indicated genre-based approach has many advantages, such as integrating language learning and cultural knowledge, taking writing both as the process and as results, emphasizing learning interaction, and leading to a mutual promotion between reading and writing. Yang in 2012 found that whilst learners generally corroborate the claimed strengths of GBA. They also illustrate the fact that GBA help learners' confidence in composing text. Nevertheless, their perceptions of any autonomous learning and the different assessments related to the instruction are ambivalent.

Furthermore, regarding some previous research, there are some similarities and differences between this research and previous research that have been shown from the research title. The similarity seen from the focuses of most researchers involves writing and genre-based approach in their research. In another side, some previous research finding also shows that there is some specific difference between the researcher's researches with their main.

Ueasiriphan & Tangkiengsirisan and Yang in 2016 have different research subjects with this research and also they did not put the specific kind of genre that their research. The research writing generally, while researchers put a specific genre namely hortatory exposition text. Besides, Nagao, Almaciouglu & Okan, and Rusmawan clearly show the difference with this research from the research subject and also their option of a genre that their research. In the same line, the difference also shows by Yang in 2012 who research students' perceptions and attitudes towards Genre-based ESP writing instruction while this research will focus on research students' interests and teacher opinions.

#### **A. Genre-based approach for English Teachers**

In this part, the researcher research to what extent the genre-based approach helps the teacher in teaching writing hortatory exposition texts through observation and interview data. Observation shows genre-based approach helpful to teachers in teaching writing hortatory text. The genre-based approach gives them some positive effects. It helped them to deliver material well, construct good communication to students for know their problem in writing, create an active class wherein most of them enthusiast for follow all the steps of genre-based approach and gave question, and create good emotional relation between teachers and student that effect to the students' enjoyable the learning process.

In the same line, an interview result also shows positive responses and opinions from English teachers about the implementation of a genre-based approach (extract 1). The English teachers show utterance that a genre-based approach is an important approach for help them guide students to construct their texts easier (extract 2) and face some easiness in teaching writing (extract 3). On the other side, the English teachers also realize some of the stronger from the genre-based approach that also affects the students' interest. (Extract 4 and Extract 6). Although in Extract 5 the respondent presents some of the weakness of genre-based approach still it more helps for teachers.

## **B. Students' Interest**

To know the students' interest, the researcher obtained data from questionnaire that shows genre-based approach is an approach that can make students' interest in learning process. It shows from both of class XI IPS 1 and XI IPA 1 wherein in class XI. IPS 1, most of students were categorize have strongly interest and interest, while none of them categorized moderate, uninterested, and strongly uninterested. Furthermore, students of class IX IPA 1 shows most of them categorized strongly interest, few of them categorized have an interest and none of them categorized moderate, uninterested, and strongly uninterested. It concluded that a genre-based approach is an appropriate approach in teaching and learning writing hortatory exposition text. It is because that approach very useful to teachers and even to students although both of the classes were still heterogeneous.

## Conclusion

Based on the result of data analysis and discussion, the researcher presents the conclusion in the following statement;

- a. The genre-based approach is really helpful to teachers in teaching writing hortatory exposition texts at SMA Negeri 2 Pinrang. It shows from the results of observation and interview. The results of observation indicated teachers were success in their performance to present their material, having good influence for influence students to follow their command, create good communication during sharing time, and create an active class. Besides, the results of the interview show that teachers gave positive comments for the implementation of a genre-based approach. It helps teachers to make students understand the material, easy to communicate with the students, get rid of the students' fear to ask some question, and knowing the students' difficulties in writing.
- b. The students' interest in the implementation of the genre-based approach in teaching and learning writing hortatory exposition texts at SMA Negeri 2 Pinrang shows from the results of the questionnaire that indicated as strongly interest. It is proved by the students' choice wherein most of them choose strongly agree for positive statement and strongly disagree for the negative statement.

## BIBLIOGRAPHY

- Anburaj & Christopher. 2015. Barriers in Teaching English. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 9 (20), 67-70.
- Aragón, J., et. al. 2013. An Analysis of the Writing Skill Difficulties of the English Composition I Students at the Foreign Language Department of the University of El
- Asoulin, E. 2016. Language as an Instrument of Thought. *A Journal of General Linguistics*, 1(1), 1-23.
- Gay, L.R., et al. 2006. *Educational Research Competencies for Analysis and Applications: Eight Edition*. Columbus Ohio. Pearson Merrill Prentice Hall.
- Hyland, K. 2003. Genre-Based Pedagogies: A Social Response to Process. *Journal of Second Language Writing*, 17–29.

- Kim, Y. 2005. Teaching Korean University Writing Class: Balancing the Process and the Genre Approach. *Asian EFL Journal*, 2 (7), 1-15.
- Nurlaelawati, I., & Novianti, N. 2017. The Practice of Genre-Based Pedagogy In Indonesian Schools: A Case of Preservice Teachers In Bandung, West Java Province. *Indonesian Journal of Applied Linguistics*, 1 (7), 160-166.
- Rahmatunisa, W. 2014. Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay. *Journal of English Education*, 3(1), 41-49.
- Sabouri, H., et. al. 2014. Genre-Based Approach to Teaching Writing in EFL Context. *International Journal of Applied Linguistic Studies*. 1 (3), 1-7.
- Yang, Y. 2016. Teaching Chinese College ESL Writing: A Genre-based Approach. *International Journal of English Language Teaching*, 9 (9), 36-44.