

## **THE USING OF JOURNAL DIALOGUE AND GENRE-BASED APPROACH IN WRITING HORTATORY TEXT**

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**Abstract:** The purpose of this research was to know how the using of journal dialogue and genre-based approach in writing hortatory text at the eleventh grade students of SMA Negeri 1 Beber and SMA Negeri 1 Jalaksana. This research was a content analysis study that consisted of three meetings. In doing the research, the writer involved 61 students of Class XI Social 3 and 4, one English teacher as the collaborator and the writer herself. In this research, there were two kinds of data. The first data were qualitative. To obtain the qualitative data, the writer conducted observation, interviews, and evaluating students' writing tasks. The qualitative data were in the form of field notes, observation checklists result, interview transcripts, and students' writing. Meanwhile, the quantitative data were presented in the score of the students' writing task from students' worksheet 2 in the third meeting. The result of this study shows two things. 1) The using of journal dialogue can improve students' writing skills. Students' writing problems can be reduced by applying journal dialogue. The feedback given by the writer facilitates the students to find and to correct their errors in the writing aspects, namely content, organisation, vocabulary, grammar and mechanics. In reference to the students' writing scores, the students' ability in those five aspects of writing improved after the journal dialogue strategy was given. It can be seen that the students' mean value gain from the students' worksheet 2 for class XI social 3 and 4 in the content aspect is 3.52; the organisation aspect is 3.87; then the vocabulary aspect is 3.57; then the grammar aspect is 2.9; and the mechanics aspect is 2.9. 2) The using of genre-based approach can be an effective method in improving student's writing skill explicitly through the stages of BkoF, MoT, JcoT, and IcoT, and it created students have opportunities and time in writing, grow motivation to write English. So, it prepared students with targeted learning where they develop meaningful and communicative language skills through text, especially when the students write a hortatory text..

**Keyword:** Journal Dialogue, Genre-Based Approach, Writing, Hortatory Exposition

### **INTRODUCTION**

Writing skill is very important for students because of three reasons. First, on academic aspect, writing skill mastery is the benchmark of student success, it's from Graham & Perin (2007, p. 3). Second, on personal aspect, writing skill mastery allows students to express feeling and describe ideas through line words in on a sheet paper (Watson, 2012 *The Jakarta Post*, 2/11/2012). Third, in the article paradigm of writing, (March, 8 2018), Alwasilah stated that writing skill can be implemented in education through letting children to write in free by exploring ideas in their mind. Those theories explain that writing

have to be learnt by students is as one aspect of skill. In writing process, the teacher need not to correct to student's grammatically, but it is how they find the meaning of the content of their writing. Although it might be include the grammatical and structure in the process in writing. According to the importance of writing skill mastery for the students, then educators it is advisable to not only give knowledge of writing however inculcate that writing is commitment. (Alwasilah, *Powerful Writers versus the Helpless Readers*, 2012, 07.09.2013). The way how a teacher teach students in writing skill, there must focus on the one topic with a correct procedure, and what's for that is done means as a social communication. Three topics of them guide students get the result of writing. Especially, when students discuss a text, the characteristics, and how to write it well. In classroom activity, there are two kind of texts, they are called as the short functional text and monolog text. The topic of text is usually related to the students' environment and reality of life. It is easier to understood by them. So that, why the learners study the language must also learn the culture its language.

Meanwhile, writing is the most difficult skill to study, because this is related to the process of composing that requires many things to do, those are the way of writing, grammar, punctuation, structure, and so on. Also, writing is productive and expressive activity by which one obtain this skill indirectly but he or she has to exercise repeatedly and continuously instead (Fatah, 2018). The difficulty lies not only in generating and organising ideas, but also in translating these ideas into readable text. Reviewing so importance of writing skill mastery for students, especially Senior High School students, then government through Permendikbud, (No. 20/2016: 31-32) about Graduate Competence Standard or (SKL) confirmed that students must able to revealed the Short texts in interpersonal, transactional, functional, functional and *descriptive* functional discourses related to famous historic sights and attractions, *recount* related historical events, *narratives* related to folk legends, manual *procedures* and tips, *explanation* of natural phenomena and social, *analytical* and *hortatory* expositions related to actual issues, and *news items* on the level of informational literacy.

Graduate Competence Standard or SKL implies that the Senior High School students must dominate writing skill in various type of texts, so that they have chance for revealed mean with variety of writing language, so their life will be better. There are many kinds of techniques in teaching English. To limit the problem, the teacher focuses on the using of approach and technique that are used in teaching English. According to the 2013 Curriculum above, it introduces Students at the eleventh grade of senior high school to learn many types of texts. The texts can be a description, narration, argumentation and explanation, it's also called as genre, those are *descriptive*, *News Item*, *Narrative*, *Bibliografy*, *Exposition of Analytical*, and *Hortatory* have to be learnt. *This* study focuses on *Hortatory* text, it's kind of an exposition text which has function to persuade the readers that there should or not in the case. This text is for students of specialization class in the second semester.

According to the findings of three experts of education above, writing skill of students at state senior high schools, especially at the eleventh grade in English subject is needed time to practice and habituation. Based on result of Informal interview to four students that do not like English even assumed activity of writing is futility and not needs because only as part from fulfillment task. Other reasons that background dislike of writing include: 1) to write in English is difficult, 2) no having idea, 3) writing is bored, 4) afraid of wrong, 5) dislike in writing, 6) writing is never checked and 7) do not have enough vocabularies.

Referring on learning problems in writing and students negative views to writing activities as explained above, and then required routine activities that give a space to students for writing and learning approach that facilitate to master various types of text. Answering to this problem, the Journal Dialogue (JD) is implemented, other reasons because: 1) Journal Dialogue recognized its efficacy to encourage students could do writing activities as if with issue that no limited' Moon, (2006:90), and 2) Journal Dialogue delivers the opportunities to the students for no delay activities in writing skill after delivering the learning experience in classroom activity according to Garmon, (2001: 38). It means that Journal Dialogue can be applied in classroom activity to improve the student's writing skill, it's used in the end of learning process, every students writes what has got from the process of learning as the target

language on a Journal Dialogue immediately. Beside that, using journal dialogue is one of the teaching techniques can be used by teacher that can encourage students be spirit to do writing with freely issues.

Dialogue is a way of communication between teacher and students in classroom, it provides for giving reflection in the end of learning. Reflection, actually needed in teaching and learning process to find either the teacher gives material relates to the objectives of learning based on the basic competences or students can comprehend in writing clearly. This line is according to Garmon, (2001:38) said clearly that dialogue gives opportunity to the students not to delay writing activities after giving experience of learning English activities. By dialogue between students and teacher can be found the error of writing, then it also gives students are still fresh in getting cases in the learning activity.

Moreover, to solve problems in mastery various types of text, Genre Based-Approach is one of an approach that could be adopted. This Approach could give a chance to students to improve writing ability in various types of text" (Derewianka, 2004: 3; Emilia, 2011). Besides that, Genre Based-Approach has recognized effectiveness to develop student writing ability (English Modules, 1998, Emilia, 2011:14), such as students could understand structure of text, language features and social function of text. When a text is discussed, there are three focuses above should be known by the students. The purpose of the text is important known before learning it more, then, a teacher explains what is going to be learnt. Every text is actually relate to the local culture surrounded of students, it makes be easier to comprehend social function of text. Especially, when they write it again as a writing product. The second focus is explaining of language features. Learning of the text is not only to comprehend or answer the questions based on the text, but it also all of the elements in language as a whole. There are using of noun or pronoun, participants, connective words, adverbials, and also tense. The third focus is structure of text or it is usually called generic structure. Most of the text has the organization of writing, it will be started from the general to specific information. The general information tells the definition or the topic discussing, and then the specific information might for instances, opinions, or characteristics of the topic. Those will be presented through Genre-Based Approach with different stages in learning activity. Every stages of Genre Based-Approach that directly experienced by students allows them have experience in writing because it applies both explicit learning or *direct teaching* Freedman & Medmay (1994, p. 102), that is also to allow students to look and try writing so their potential unearthed optimal Badriah, (2015:3).

The Journal Dialogue is chosen because there are several purposes, such as students can enhance their writing skill and try new solution to create an effective note to make a text. The writer can apply a creative model in the teaching learning process. Thus, it will make students more interesting in learning writing. Journal Dialogue is one of technique to write on it, students allowed to explore their ideas and feeling about the material after class.

## METHOD

Method of the research was a content analysis. In line with the goal of this research is to improve the writing skill of the students through the using of Journal Dialogue and Genre-Based Approach. Based on Shannon and Hsieh (2005, p. 9) stated that content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. It means that the approaches of content analysis has each characteristics, there are three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness.

Content analysis is a method that may be used with either qualitative or quantitative data, furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. The writing assessment system based on the five writing components includes content, organization, vocabulary, grammar, and mechanics. The level of students' writing can be described into four categories such as excellent to very good to get four points, good to average to get

three points, fair to poor to get two points, and very poor to get one point. In sum, teachers would better use this scoring rubric to assess the students' writing in order to be fair on scoring process.

Population of the research were all the students of SMA N 1 Beber in the academic year of 2017/2018 at the eleventh grade consisted of 310 students. The second place of population were students of SMA N 1 Jalaksana at the eleventh grade consisted of 300 students. Writer decided to take all the population both of the schools that from SMA N 1 Beber and SMA N 1 Jalaksana. So, The total population of the research were 610 students. In this research, the total sample consist of 61 students (10 % of 610 population), who have been chosen according to the theory above.

## **RESULT AND DISCUSSIONS**

### **1. The using of journal dialogue in writing hortatory text**

The using of journal dialogue motivated them to write a better writing because they got feedback on their writing and they got a different way in assessing writing. It created different classroom activities that were more enjoy able for the students when they could find and correct their errors based on the feedback given on their writing. The using of journal dialogue in teaching and learning process can also kept good communication between students and teacher to discuss the material be clearer, to know the student's weakness of writing, and increase the students' writing score.

After using the journal dialogue and genre-based approach in three meetings, the writer and the teacher found there were improvements in the students' writing after applying both of them. The students performed better in writing after they had received feedback from the teacher and then revised and edited their writing. They were able to find and correct their errors based on the feedback on their writing.

The students' writing score improved after the teacher conducted some actions. The improvements happened in five aspects of writing, namely content, organisation, vocabulary, grammar, and mechanics. The students' mean score obtained from students' worksheet 2. They were class XI Social 3 is 3.53 for the content aspect; 3.86 for the organisation aspect, 3.56 for the vocabulary aspect, 2.9 for the grammar aspect and 2.9 for the mechanics aspect. Class Social 4 is 3.51 for the content, 3.87 for the organisation, 3.58 for the vocabulary, 2.87 for the grammar, 2.83 for the mechanics aspect.

Moreover, it can be showed by mean of students' writing score for class XI social 3 and 4 was 16.8 or 84 more than standard value criteria, 65 at the writer's school applied.

There were some improvements in students' worksheet 2 in the meeting 3. Most of students are in the "very good" category. There are number of the students in the "good" category. Moreover, there is no student in the "fair" category, or even in the "poor" category. In other to, in students' worksheet 2 of meeting 3, the data shows significant improvements.

Furthermore, students' attitude toward journal dialogue changed positively. They liked the writing processes and gave statements that journal dialogue could improve their writing skills. The use of journal dialogue also motivated them to write a better writing because they got feedback on their writing and they got a different way in assessing writing. It also created different classroom activities that were more enjoy able for the students when they could find and correct their errors based on the feedback given on their writing. Moreover, the reflection activities in journal dialogue could tell the learner's story of achievement. These trained the students to be critical writer and made them get the maximal comprehension in writing as they reflected on their weaknesses and strengths.

The scoring rubric is used to assess the students' writing, the analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. They are content, organisation, vocabulary, grammar, and mechanics.

Based on those explanations above, it can be concluded that students' skills of writing hortatory exposition texts in class XI Social 3 of SMA Negeri 1 Jalaksana and class XI Social 4 of SMA Negeri 1 Beber through using of journal dialogue improved well. Through journal dialogue, the students' errors in the five aspects of writing decreased.

## 2. The using of Genre-Based Approach in Writing Hortatory Text

In the implementation of genre-based approach in learning and teaching process has four different stages that should be applied in the classroom activity. The procedure of teaching uses BKOF, MOT, JCoT, and ICOT. The fourth stages implemented and accompanied with Journal Dialogue use as following:

The first stage, called *Building Knowledge of Field* (BKoF), addressed to give *background of knowledge* (knowledge basic) about topic that want to be given or to build context about text that wants to be written. It applied in the first meeting, it was held on Monday, April 23<sup>th</sup>2018. The teacher started the teaching and learning process by greeting the students, asking them to pray, and checking the students' attendance list. After that, she started the lesson by giving some questions like "Are you happy to study English now?", "How many years did you study English?", "What do you know about English at school?" etc. The students were very enthusiastic to answer the teacher's questions with their own answers. The teacher asked the students about the previous material and the correlation between the last and the material will be discussed. The teacher's questions, such as "What's the last topic we discussed?", "What's tense commonly used in the hortatory text?" etc. The teacher also explained the purpose of learning or the basic competence will be reached.

Furthermore, the teacher had to know the background of students' knowledge by giving games. Students asked to say the word or verb related to the vocabularies of the text through the alphabets were written on the balls. For example, she/he took the ball by initial 'c', so she/he had to say "come, carry or cut" etc. The teacher knew students' vocabulary was weak or rich from this activity.

The second stage is *Modelling of Text* (MoT). On this stage was still in the first meeting, the teacher gave an example how generic structure of text formed. With apply '*explicit teaching and scaffolding*' or learning that assisted by teacher, students provided understanding the characteristics of the generic text, social function of text created and vocabulary words and grammar that right used on text that medium studied. Then the teacher read the text hortatory text loudly with title "Why you should not smoke", for help students analyse text with practical, use three column analyses will very help. First column for explaining structure of text, second column to show way make text and third column is for controlling characteristic of language that used. Besides that, teacher also gives example how analyse text and show expressions that use don text. The students make note about expressions that used on text, so they recognize "features / characteristics of language target and elements of a text. In the core activity, students given time for 8-12 minutes for reflecting what had done for the process of learning and wrote it on a Journal Dialogue book.

*Joint Construction of Text* (JCoT) is the third stage of GBA. It was held in the second meeting on Wednesday, April 25<sup>th</sup> 2018. On this stage gives chance to students for apply all that has studied on second stage previous with way construct text on in pairs or in groups. Construct a text do through process' collaboration started with preparation, making of a draft. The students watched the video of students' cheating during the exam. Students divided into some groups, then they discussed to find some information related to the video that they had watched. After that, students tried to answer the questions from the prompt that had been made by the teacher. The questions led to the structure of hortatory text. The students did the activities of writing on collaborative in under guidance of teacher or teacher be *scribe*.

The teacher walked around the class to monitor the students' activity. After that, she and the students discussed the task. Some of the students answered the questions correctly. The students wrote it on the white board. Then the teacher exemplifies all process writing stages and the students check it out. Some classroom activities that show students collaboratively in doing the task, discussion and writing it on the journal book.

The experience to write with collaboration made stimulus to write on Journal Dialogue book on activities of reflection that held before learning activity ends. Students write his/her sentences that they had been discussed completely on each journal dialogue book. Before the teacher ended the class,

she asked the students about their difficulties related to the activity and the material given. Then, the teacher ended the class.

The last stage is *Independent Construction of Text (ICoT)*. It is the stage that gives chance to students to make text on individual-independent. This stage was held in the third meeting on Thursday, April 26<sup>th</sup> 2018. The teacher started the teaching and learning process by greeting the students, asking them to pray and checking the students' attendance list. Then, the teacher asked the students to open the journal book about the sentences of "students' cheating" which has been given in the previous meeting. The teacher asked them to read the sentences once again. She continued the teaching process by asking some questions related to the parts of a hortatory exposition text and some of the questions were comprehension questions.

Some students answered the teacher's questions, and the others just listened to their friends' answers. Because most of them did not answer the teacher questions, then the teacher presented and explained the parts (generic structure) of a hortatory exposition text. She explained that a hortatory exposition text consists of thesis (the general statement of topic discussed), arguments (reasons for concern, leading to recommendation) and suggestion (which contains what should or should not happen). She discussed again the questions, and then all students could answer the questions correctly.

After that, students continued to write one issue from the previous meeting that was 'students' cheating', and they rewrote the sentences into the correct hortatory text. All the answering of the prompt questions guided to the structure of this text, like 3 statements for paragraph of thesis, 4 statements for paragraph of arguments, and 3 statements for paragraph of recommendation. In doing this, students' sentences had been checked by teacher through the journal dialogue activity. Some students did the presentation of their writing product in front of the classroom. The teacher tried to give comment or suggestion to their writing to be better. Lastly, students discussed results of independent writing with the teacher to help the students' writing is better. After the activities done, students rewrote the hortatory text with the same title "Students' Cheating" on Journal Dialogue (JD) book that they have got independently.

## **CONCLUSIONS**

### **1. The using of Journal Dialogue in Writing Hortatory Text**

The result of the using journal dialogue in the learning activities can improve students' writing skills. The significant improvement on students writing skills can be seen from the mean of writing score more than Minimum Completion Criteria in the 2013 Curriculum, 65 that writer applied in her school. It can be seen that the students' mean value gain from the students' worksheet 2 for class XI social 3 and 4 in the content aspect is 3.52; the organisation aspect is 3.87; then the vocabulary aspect is 3.57; then the grammar aspect is 2.9; and the mechanics aspect is 2.9. The total mean score of class XI social 3 is 16.8 or 84 and class social 4 is 16.7 or 83.5.

The data above showed that the using journal dialogue assisted the students in keeping their writings in order that they could re-examine their works over and over. The teacher gave feedback by underlining the mistakes found in the students' sentences and text in order that the students could revise their sentences based on the feedback. This activity applied on the journal dialogue in the end of teaching and learning in 8 to 10 minutes.

This could improve their understanding and contribute positively to the scores of the five aspects of writing, namely content, organisation, vocabulary, grammar and mechanics, especially when the students write a hortatory text.

### **2. The Using of Genre-Based Approach in Writing Hortatory Text**



The writer and the teacher used the genre-based approach in the teaching and learning process into three meetings. Each meeting had the different stages of teaching and learning activities, like Building Knowledge of Field (BkoF), Modelling of the Text (MoT), Joint Construction of the Text (JcoT), and Independent Construction of the Text (IcoT). Each stage had also the different activities; by applying genre-based approach, the students got better understanding of the process on how to write a text. They could express their ideas well using appropriate vocabulary items. They were also able to produce well-organised texts. In addition, their grammatical knowledge improved, so they could minimize their errors. The genre-based approach assisted the teacher to teach the types of text explicitly. It prepared students with targeted learning where they develop meaningful and communicative language skills through text.

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