

## **STUDENTS' MOTIVATION ON WRITING HORTATORY EXPOSITION BY USING POW PLUS TREE STRATEGY AT SMAN1 BUKIT BATU**

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***Abstract:** The purpose of this research was to find out students' writing motivation in hortatory exposition by using\ POW plus TREE strategy. The research was carried out at the eleventh grade students at SMAN 1 Bukit Batu This research was quantitative research. The population in this study was 26 students who were taken randomly. A set of questionnaire was distributed to 26 students regarding their motivation on writing hortatory exposition by using POW plus TREE strategy. In this research, measurement of these statements using 30 statements in questionnaire based on indicators to assess students' motivation in writing hortatory exposition. The data collected was analyzed using SPSS 22 to know the normality, validity, and reliability of the instrument. The researcher measured the total score from the result of the students' motivation in writing ability test. The results of this study showed that students had goodmotivation in writing hortatory exposition by using POW plus TREE strategy.*

***Keywords:** Motivation, writing, hortatory exposition, POW plus TREE.*

### **1. Introduction**

Writing is a more complex and difficult skill to be taught because it requires not only mastery on grammatical device but also on rhetorical device. Composing for writing involves complex thinking that must be integrated to multiple components including the topic or theme, organization, purpose, cohesion, content, etc.

Many texts based on genre in Indonesia are taught in senior high school level. One of the texts, which are taught to students besides report text, hortatory analytical text and narrative text, is hortatory exposition. Hortatory exposition is a text to argue a case for or against a particular position or point of view and it purposes a suggestion at the argumentation. In other words, this kind of text can be called as argumentation

text, because hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. In short, the speaker or writer needs some arguments as the fundamental reasons of the gain idea. Besides, as EFL students, they are also in low levels of motivation for their writing improvements. The students' ability in learning improves their writing as they choose English as a subject poses challenges not only for theories of motivation and literacy development but also for educational policies and practices.

Moreover, Alister Cumming, Tae-Young Kim and Kéanré B. Eouanzoui in their journal stated that almost all of these researches have been conducted in reference to spoken, rather than written for communication. Based on those theories of motivation for learning foreign languages, it has been Gardner's distinction between integrative and instrumental orientations toward learning a second language, which we consider below. Gardner (1985: 54:133) stated that an integrative orientation

“reflects a goal to learn a second language because of a favorable interest in the other language community” whereas an instrumental orientation “emphasizes the practical value and advantages of learning a new language”. As Dörnyei (2003) argued, to be relevant for educational policies, research on motivation for second-language learning needs to continue to develop a situated perspective on the circumstances of particular learner groups. Although the situational uniqueness of particular learner groups has, in fact, been an emphasis of recent research on writing development.

In particular, the potential of English as a creative and personally expressive medium has been neglected in the primary classroom, despite some undergoing J. Lo, F. Hyland / *Journal of Second Language Writing* 16 (2007) 219–237 220 changes to the English language curriculum which are aimed at encouraging more exposure to and use of the creative aspects of English through the language arts (Curriculum Development Council, 2005). It is important to remember that motivation is not fixed and that teachers can work

actively to improve students' motivation (Do'nyei, 2001, 2003). One way of enhancing students' motivation and engagement to write is to provide opportunities for them to engage at a more meaningful level with the language through refocusing their writing classes to make them relevant to their social and cultural context as well as designing writing tasks which have meaning and interest to them and offer opportunities for social interaction and self-expression. This is what the new writing program introduced for this action research project sought to accomplish.

Selma Deneme: 2011 in Jones (1988: 340) "an important challenge for the ESL/EFL writing teacher is to interest and challenge students enough with the course curriculum for them want to learn to write well". Then Imscher (1979) states that assigning students appropriate writing topics increases learner motivation and leads to an exciting writing classroom experience. One way of increasing students' motivation in writing classes is to employ a content-based instruction methodology. It has been previously

used in a variety of language learning contexts for the last few decades.

Margaret (1985: 26) stated that the problem why students are lazy to write because they do not have strategy in writing. Writing is like carrying things up steps. If you try to the jump with everything, you will have trouble. If you carry small armfuls up step by step you will reach the top. Here, it can be said that writing cannot do directly, but must be used strategy, step by step, because it will be easy to write and motivate students to writing more fun.

From the preliminary observation and interview, the eleventh grade students of SMA Negeri 1 Bukit Batugot the problems from the students in writing. They were still poor based on the data from the teacher that the minimum score for students' achievement in writing, it could be proved by students score is 60. Besides, the students got difficulties in understanding the text, they had difficulties in distinguishing the types of text, between hortatory exposition and analytical exposition.

Accordingly, the teacher must use and change the learning strategy to

improve students' skill and motivation in learning process. They are mostly lack of vocabulary, spelling, grammar, forming of good writing organization, etc. When researcher asked the students about writing hortatory exposition text, some of the students were still confused. They always can not write especially in hortatory exposition well because they felt difficult how to choose the right idea, giving reasons and explain more, exactly they are still confused about the generic structure of hortatory exposition. Beside that, the students are not always interested in writing because in their mind writing is very difficult to do, not having easy strategy, and making them be lazy. In any competition, writing is also never to be a competition, so, the students think that writing is not very important rather than speaking.

Based on the teacher's information on her experience of at SMA Negeri 1 BukitBatu, some of the students still have low motivation, they got difficulty in making topic sentence and gave the reasons for the topic. They always wrote not based on the topic and can not explain more to writing

hortatory. Their standard score in English was still low. Many strategies have been conducted in teaching writing hortatory exposition. One of them is POW plus TREE strategy. The teacher said that this strategy gave good contribution in writing. This was why researcher needs to investigate some reasons of this strategy if it was succeed in improving students' motivation in writing.

## **2. Literature Review**

### **2.1. The Nature of Motivation**

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underline their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

JereBrophy (1987) explains that motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others

(especially parents and teachers)." ([http://www.kidsource.com/kidsource/content2/Student\\_motivation](http://www.kidsource.com/kidsource/content2/Student_motivation))

Motivation has importance role in success of teaching learning process. If they are motivated, they will learn, and if not they won't. Motivation refers to the intensity of one's impetus to learn, the intensity or motivation of the students to attain the goal could be high or low.

Motivation is usually defined by psychologists as the processes involved in arousing, directing and sustaining behavior. From the literature on what motivates students to learn, the following key concepts were obtained from a wide collection of sources in a variety of formats. Here is a summary of what research has shown to be the top six motivators for learning:

#### 1. Student control of learning.

The focus here is learning. Assessment of learning styles and adapting lesson delivery is vital. If students feel they have their grades in their control (whether they actually do or not), the most resistant learners will engage and take ownership.

2. Relevance to student use and teacher's genuine interest.

There is a dual emphasis between relevance and genuine interest. Why a lesson is important and how it connects to life is best embraced by the student when the teacher demonstrates genuine interest in the subject and students.

#### 3. Teacher's enthusiasm.

Teacher enthusiasm is vital. If a teacher has been assigned to a grade level or curriculum that he or she is not necessarily interested in, it's time to find the silver lining in the cloud. Students are perceptive and read their teachers' every action, reaction, and comment. Teachers must be excited about what they are bringing to the students if they expect the students to be interested.

4. Quick feedback and assignment return.

Student performance is directly correlated to the time between assignment submission and return. Students' learning increases when they

can make adjustments to errors in a timely fashion. Teachers should strive to return student work the next day.

5. Instructional variety.

Technology has provided the opportunity to deliver instruction in a variety of ways. Three shifts in approach to curriculum delivery during a 50- to 60-minute period will help student interest remain high and engaged. Shifting from lecture to group work to independent study keeps students connected and interested.

6. Encouragement.

A simple pat on the back, a smiley face stamp, writing “Good Job!” or acknowledging effort can make a big difference in student performance. In addition to the research findings listed above, our experience has shown that the following also help motivate students:

a. Relationships. When students trust a teacher’s judgment and are truly appreciated for who they are,

a working relationship begins to develop in which students are motivated to learn.

b. Rewards. In addition to verbal encouragement, a more tangible acknowledgment of effort or performance is always a stimulus for additional contributions.

c. Support. Teacher availability during instructional and non-instructional time is a motivator.

d. Honoring of personal values. Honoring home values (as long as they do not violate classroom values) provides motivation for students.

e. Creation of curiosity. Students are motivated when they are encouraged to explore and investigate new areas.

f. Clear expectations. Visible rules on assignment sheets, walls, and entry activities will keep the expectations

- consistently in front of the students.
- g. Classroom climate. Classrooms should be inviting and safe, surrounded with charts and pictures that relate to the subject matter as well as points of interest contemporary to student life. Playing jazz (without words) during study time is also effective.
  - h. Firm, fair, purposeful action. When action needs to be taken, it should always have the purpose of motivating the student toward constructive ends, weaving the relationship.
  - i. De-emphasis on grades. Much has been written about the value of grades. Greater emphasis should be placed on effort and performance than grades when first attempting to move a student toward becoming a self-starter.
  - j. Organization. Students become more accountable when they see teachers being highly organized and maintaining a predictable learning environment.
  - k. Appropriate level of difficulty. Accommodations do not only apply to special needs students. Lesson designs aimed at challenging each student are necessary for a productive learning experience. High performing students need additional opportunities for personal growth when the given task is completed. Methodical students should have the necessary time to complete the task without penalty.
  - l. Listening. It is important to listen and paraphrase what students are communicating in order for the teacher and student to move in the same direction.  
(www.corwin.com)
- With all this discussion of motivators that teachers can provide, readers might wonder

what has become of intrinsic motivation. We were born self-starters, so potential or divert our efforts away from what we can become. Many students come into the classroom with varying degrees and forms of support. Unmotivated students might come from an abusive situation or a home where social, moral, or religious values are misaligned with those of the school. Defiant and disruptive student behaviors are often driven by students' experiences in the home. Hence, they are no longer self-starters but are parroting the learning they have acquired outside themselves. Their choice to align with those outside behaviors needs to be redirected toward an understanding of personal choice. Defiant and disruptive students have chosen or been guided down the path they are on. It is the teacher's challenge to refocus the students toward becoming self-starters. Adolescent students have more

life experiences to reflect upon and need to be challenged regarding their future goals and dreams.

## 2.2. The Nature of Writing

According to David Nunan (2003:1988) writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphies inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Besides, Steve Peha (2003) said that writing is really two activities wrapped up into one. The first activities involves coming up with the ideas you plan to write about. The second involves writing those ideas down in ways that are interesting and understandable to your readers.

Arthur Hughes (2003) stated that writing divides five aspects that students should pay more attention on it. They



are grammar, vocabulary, mechanics, fluency (coherence), and organization.

### 2.3. The Nature of Hortatory Exposition

Jeremy harmer (2006: 258-259) stated in a genre, approach to writing students study texts in the genre, they are going to be writing before they embark on their own writing. Thus, if we want them to write business letters of various kinds we let them look at typical models of such as letters before starting to compose their own. If we want them to write newspaper articles we have them study real examples to discover facts about construction and specific language use which is common in that genre.. Hortatory exposition is one kinds of genre.

#### a. The Definition of Hortatory Exposition

Hortatory exposition text is a text to argue a case for or againts a particular position or point of view and it purpose a suggestion at the argumentation. Hortatory exposition is a text which represent the attempt of the writer to have the addressed do something or act in certain way.

In other word, this kind of text can be called as argumentation, because hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In principle, to write hortatory is the ability to express an ideas in written form that put forward the argument. Argument is a reason or set of reasons that somebody uses to show that something is true or correct.

#### b. Text Organization/Generic Structure

The text organization has a three parts, they are:

- 1) Thesis; an issue statement that discussion. It includes introduction and opening paragraph about topic that will be explained in first paragraph.
- 2) Arguments; the reasons why they are concern and lead to recomendation. It can be consisted of two or three paragraphs.
- 3) Recomendation; statement about how it should or should not.it is closing paragraph.

#### c. The Language Features

- 1) Focused on writers who raised the issue.

- 2) The use of thinking verbs, example people believe that television influences children.
- 3) The use of connectives, example meanwhile.
- 4) The use of simple present tense, example watching to much often cause bedtime resistance.
- 5) The use of language evaluatif, example important, valuable.

<http://www.belajarbahasainggris.us/2014/02/hortatory-exposition-text-penjelasan.html>

#### **2.4. The Nature of POW plus TREE strategy**

David C. Anchin (1979) states that strategy is a way to achieve a goal that has been on set, to achieve that goal will not be apart of the strategy. Strategies are ways for learners to solve problems encountered in constructing meaning in any context. In writing, writers must choose the clearly topic before writing. A topic sentence reveals the main point or controlling idea of a paragraph. After writing a topic sentence, writers must give reasons and explain it. Every sentence should relate directly to the topic sentence, so that the entire paper

achieves unity. After drafting a topic sentence, reasons, and details, writers ready to end or write a concluding sentence.

Writers need a strategy or plan to communicate ideas clearly. To be successful and productive at each stage of authoring, it is important for students to be systematically taught these strategies. While this extensive research has helped build a better understanding of what writing is and how it might be learnt, we still do not have a comprehensive idea of how people learn to write.

The strategies of POW are:

1. Pick an idea  
Students begin the pre-writing process by deciding which side of an opinion they support pick an idea.
2. Organize notes  
Students develop a plan for writing organizes notes.  
Ann Raimer (1983: 116) states organizing your thoughts in writing is, like writing itself, a process. It's a process of moving back and forth from general statements to specific

details, of finding appropriate and relevant details and arranging them in the most effective order. It's also a process of moving back and forth between reading and writing: writing something down, reading it over, searching for more material by discussion or reading, reading to discover how other writers organize their meaning, and then writing again.

### 3. Write and say more.

Peter Westwood (2008: 75) said that TREE strategy is a strategy which can use while writing and help writers stay on topic while writing. TREE means Topic sentence, Reasons, Explain, Ending.

### 3. Methodology

The data was gathered quantitatively. A survey was carried out using the questionnaire consisting of closed ended questions which investigated the respondents' motivation in writing hortatory exposition by using POW plus TREE strategy. The participants were 26 students who are randomly taken. The questionnaires was made using the

Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. The data collected was analyzed using SPSS 22 to know normality, validity, and reliability of the instrument.

### 4. Discussions

A survey was carried out using the questionnaire. There were 30 items in the form of questionnaire. The items were about respondents' motivation in writing hortatory exposition by using POW plus TREE strategy.

After the data was taken, it was analyzed by using SPSS 22 to know the normality, validity, and reliability of the instrument. The frequency of interval 64 is 1 student (3.8%), the frequency of interval 66.67 is 1 student (3.8%), the frequency of interval 68 is 1 student (3.8%), the frequency of interval 68.67 is 2 students (7.7%), the frequency of interval 70 is 1 student (3.8%), the frequency of interval 70.67 is 3 students (11.5%), the frequency of interval 71.33 is 2 students (7.7%), the frequency of interval 72 is 2 students (7.7%), the frequency of interval 72.67 is 2 students (7.7%), the frequency of interval 74 is 1 student (3.8%), the frequency of interval

74.67 is 2 students (7.7%), the frequency of interval 75.33 is 1 student (3.8%), the frequency of interval 76.67 is 3 students (11.5%), the frequency of interval 77.33 is 1 student (3.8%), the frequency of interval 81.33 is 2 students (7.7%), and the frequency of interval 83.33 is 1 student (3.8%). The frequency of Very Good category is 3 students (11.5%), the frequency of Good category is 22 students (84.7%), the frequency of sufficient category is 1 student (3.8%), the frequency of Less category is no student (0%), and there is no student categorized into Fail (0%). The highest percentage of student classification of student motivation score is 84.7%. Thus, the majority of the students' motivation in writing hortatory exposition by using PowPlus Tree strategy are classified as Good.

## 5. Conclusion

Students' motivation in writing hortatory exposition can be enhanced through POW plus TREE strategy. This strategy can build students' motivation in writing. This study showed that students had good motivation on writing hortatory exposition by using POW plus TREE strategy. It reveals that most

students who had motivated by using this strategy had no difficulties in writing hortatory exposition. Meanwhile, a few students didn't use this strategy well because they seldom did writing in the classroom. From this study, it can be said that students' motivation in writing is needed. Students who have good motivation will succeed in their writing. Therefore, motivation should always become a focus on teaching and learning process. There are some points should be maintained in teaching English; students should be exposed with English either in classroom or outside as well as the various teaching methods should be regarded as important aspects to build students' motivation in improving their writing skill.

## 6. Acknowledgement

We would like to say "Alhamdulillah" thanks to God for the accomplishment of this paper. Our best regard were delivered to students at SMAN 1 Bukit Batu who participated in filling questionnaire. Grateful feeling was also sent to our colleagues who gave support and motivation to finish

this paper. Finally, we hope this study is beneficial for all English learners, teachers or lecturers, and for those who want to do further research related to this topic.

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