

CHAPTER V

FINDINGS AND DISCUSSIONS

This chapter serves to describe the results of the present study. There are three findings of the study. First, it indicates that the students' writing ability is improved after the PGA is implemented. Second, the students' improvement can be achieved because the teaching-learning writing activities used PGA proceed with reference to the students' learning problem and ways to overcome it. Third, it is found that identifying students' learning problem in writing could make the students have positive attitude towards the PGA. In addition, the analysis and interpretation of data in relation to the overarching research problems posed in this study are presented as a discussion. Section 5.1 through Section 5.4 would describe the results of the study through the phases of classroom action research.

5.1 Preliminary Phase of the Teaching Program

In classroom action research, there are three phases to be conducted. Those are pre-action phase, action phase, and post action phase (see Lim, 2007). This section presents the preliminary phase. This phase consists of the observation, interview and preparation for the implementation of the PGA before the study was conducted in the research site. The activities in the preliminary phase are shown in Table 5.1 below.

Table 5.1 The Activities in the Preliminary Phase

Day/ Date	Activities
Monday/ 22 February 2016	Meeting the head of English Education Department to ask for permission and give the research letter.
Tuesday/ 23 February 2016	Observing the class and conducting the interview to students by asking about how they were taught writing before the research conducted. It was also done to find out the students' problem regarding writing.
Wednesday/ 24 February 2016	Communicating with the teacher and discussing about the research instruments and how it will be conducted.

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Monday/ 21 March 2016 Administering a diagnostic writing test (pre-test).

There are four activities in the preliminary phase. The first activity is meeting the head of English Education Department. It was done to gain the permission to do the research in the research site. Then, the second activity is observing the class and interviewing the students. Class Observation was done to find out about how writing was taught to the students before the research is conducted. After that, an interview to the students was conducted to know in deep about what was happened in the class and to find out the students' problem regarding writing. Then, the third activity of this phase is communicating with the teacher about the research instruments which include the lesson plan, the observation checklist, and students' tests. It was done to ensure that teaching-learning process are going well.

After the classroom teacher agreed with the research instruments, then pre-test as the last activity in the preliminary phase was conducted. This test was conducted in form of written test. It aims to find out the students' ability in writing hortatory exposition text. Afterwards, the students were informed and given a general explanation about the study. It is necessary to explain about the study since the researcher is not their regular teacher. Besides that, the topic that they are going to write was also discussed. It was done to make them come with an idea since the topic is related to their daily life. This information was necessary since what is to be learned should be made clear to the students (Feez, 2002).

5.1.1 Analysis of Students' Test Score

Before the students were taught about writing by using the PGA, the students were given a writing test (pre-test). This pre-test aims to find out the students' ability in writing a hortatory exposition text. They were given 90 minutes to write the text with the topic of "Technology has changed social interaction" (see Appendix 3). The results of the test (see Appendix 4) were scored by two raters. The first rater is the researcher as the teacher, and the second rater is the classroom teacher. The classroom teacher was chosen because he has many

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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experiences in teaching writing, and knows the participants well (see section 3.5.2).

Then, as a guidance to score the test, a rubric adopted from Hyland (2004) (see Appendix 1) is used in order to make same perceptions. The Table 5.2 below presents the descriptive statistic of the pre-test based on the statistical analysis by using statistical package for the Social Science (SPSS) for Windows version 23.0.

Table 5.2 The Descriptive Statistic of Pre-test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PRE-TEST	26	55,00	13,50	68,50	40,4615	2,61312
Valid N (listwise)	26					13,32436

The result of the pre-test shows that the mean score of the pre-test is 40.46 with standard deviation 13.32. Generally, students' scores on the pre-test are found relatively low. The maximum score is 68.50, and the minimum score is 13.50. This results confirm that the students in the research site had problems in writing a hortatory exposition text. Most of the students did not have sufficient ability or knowledge about writing hortatory exposition text. Therefore, an appropriate approach such as PGA is needed to improve their writing skill. It means that the implementation of PGA is expected to overcome this problem. Then, it is expected that the scores of students' text improve after the PGA is applied in the teaching writing hortatory exposition text.

5.1.2 Analysis of Students' Texts in Pre-Test

This section presents the analysis and interpretation of six samples of students' texts from three categories; high achiever, middle achiever, and low achiever. From each category, two students' texts were analyzed and interpreted as representations of the categories. High 1 and High 2 represent high achiever, Middle 1 and Middle 2 represent middle achiever, and Low 1 and Low 2 represent low achiever.

The analysis of the text is focused on the schematic structure, linguistic features and the achievement of the social function of the text as proposed by Gerot and Wignell (1994), and Knapp and Watkins (2005). In term of schematic structure, a hortatory exposition text should consist of three elements, i.e. thesis, arguments, and recommendation (see section 2.3.1.1). Then, the linguistic features which are typically used in the hortatory exposition text are present tense, mental process, material process, relational process, connectives, modality, etc. (Gerot & Wignell, 1994; Knapp & Watkinns, 2005) (see section 2.3.1.2). Furthermore, the social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case (Gerot & Wignell, 1994; Knapp & Watkinns, 2005) (see section 2.3.1).

3.1.2.1 Low Achievers

The first text to be analyzed is S1's text from low achievers (Group 1). The text (see Appendix 5) was written in three paragraphs. Normally, a hortatory exposition text should have thesis, arguments and recommendation (Gerot & Wignell, 1994; Knapp & Watkinns, 2005; Emilia, 2008) (see section 2.3.1.1). However, S1 only wrote thesis and arguments in her text. This suggests that at this stage, the writer did not yet meet the schematic structure of a hortatory exposition text. In addition, this text also has not been achieved the minimum number of words (500 words). It is found that the writer only wrote 99 words. This suggests that S1 has limited ideas while writing this text.

In term of linguistic features, she has applied some linguistic features of hortatory exposition text, such as the use of human participants (teenagers) and non-human participants (social media), present tense (teenager like to spend), mental process (like), material process (spend), passive voice (has been used), and conjunction (first, however).

However, it appears that S1 wrote a hortatory exposition text with great difficulty as she made some grammatical mistakes. The grammatical mistakes that were found in her text are present tense, passive voice, and word misspell. For example in paragraph one, she made mistake in present tense; “teenager like

[likes] to spend their time on social media” and “social media is consider [considered] tool giving negative effect”. Besides that, some word misspells are also found in the text i.e. kow [know], thay [they], beside [besides], haters [hate], and sinism [sinister].

Then in term of social function, this text has not achieved the social function of the hortatory exposition text that is to persuade reader or listener that something should or should not be the case (Gerot & Wignell, 1994). The writer talked about the negative impact of social media to readers without giving them any recommendation. Though, S1 has shown her understanding of hortatory exposition text since she focused on one topic.

The second text to be analyzed is S2's. The text (see Appendix 6) was written in two paragraphs. In term of schematic structures, it is similar to the S1's text. From three elements that should be fulfilled in hortatory exposition text (see section 2.3.1.1), there are only two elements which are fulfilled by S2, i.e. thesis and arguments. This suggests that the writer did not meet the schematic structure of a hortatory exposition text yet. Then, in the paragraph two, S2 wrote two sides of arguments; argument for and against, in which she wrote about the advantages and disadvantages of social media. It shows that S2 has a problem in differentiating between a discussion text and hortatory exposition text. In addition, this text also has not achieved the minimum number of words (500 words). The writer only wrote 144 words which suggests that S2 has problem in exploring ideas while writing the text.

In term of linguistic features, S2 has applied some linguistic features of hortatory exposition text, such as the use of human participant (people) and non-human participant (internet, social media), modality (can), material process (find, get), simple present tense (it make us easy to communicate), relational process (are), and conjunction (on the other hand). However, S2 seems to have some difficulties as she made some grammatical mistakes. The grammatical mistakes that were found in her text are adverbs, present tense, and word misspells. For example in paragraph one, it was found that she made a mistake in using adverb, such as “we can easy (easily) access the internet”. Then in paragraph two, she also

made a mistake in present tense, for example “it make (makes) us easy to communicate with old friends”. Besides that, “colleaga” (colleague) was also found and categorized as word misspell mistake.

Then in term of social function, this text has not achieved the social function of the hortatory exposition text (see section 2.3.1). The writer talked about the advantages and disadvantages of using social media without giving the readers any recommendation; what should or should not they do.

Overall, the pre-test result of Group 1 writers indicate that the students did not acquire the necessary knowledge of the hortatory exposition text. Some of students in this category could not write the recommendation as one of schematic structure of this text. Moreover, some of them could not focus on one topic. Besides that, the low achievers only write the text in about 150 of 500 required words. This shows that they cannot express their ideas or have limited ideas. Furthermore, the results of the analysis above suggest that the students in this group really need to learn more about the process of writing text. Then, they also need to learn more about grammar and schematic structure of hortatory exposition text.

3.1.2.2 Middle Achievers

The third text to be analyzed is S3’s from the middle achievers (Group 2). The text (see Appendix 7) was written in three paragraphs. In term of schematic structures, S3 has met the schematic structures as she applied all of the schematic structures of hortatory exposition, those are thesis, argument, and recommendation (Gerot & Wignell, 1994; Knapp & Watkins, 2005; Emilia, 2008). Even so, S3 has a problem in exploring her ideas as her text did not achieve the minimum number of words as she only wrote 255 of 500 words.

In term of linguistic features, S3’s text is better than the low achievers. She was success in writing a text with some linguistic features fulfilled in her text since there was found present tense (in this era modern the technology is more phisicated). Then, there were found relational processes such as “is” and “are” in the text, and material process such as “become” and “finish”. She also wrote with

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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variety of connectives such as “and”, “because”, “so”, “therefore”, and “in addition”. Then, she also used modality such as “must” in recommending the solution. In addition, she also could focus on one thing since she focused on writing the negative effects of using social media only.

However, she still had some difficulties in writing the text as grammatical mistakes were also found in her text. The grammatical mistakes that were found in her text are present tense, and word misspells. For example in paragraph two, it was found that she made some mistakes in present tense, such as “technology is ~~also presents~~ a tool”, and “if it isn’t (does not) immediately finish”. Besides that, it was also found some word misspel i.e. presnts (presents), and peoples (people).

Then finally in term of social function, this text has achieved the social function of the hortatory exposition text. The writer talked about the negative effects of using social media and recommended the reader to be wise in using social media.

The fourth text to be analyzed is S4’s text. The text (see Appendix 8) was written in four paragraphs. In term of schematic structures, S4 has applied all of the schematic structures of hortatory exposition; thesis, argument, and recommendation (Gerot & Wignell, 1994; Knapp & Watkinns, 2005; Emilia, 2008). However, in giving the arguments, S4 wrote two sides of arguments. She discussed about the way technology gives positive and negative impacts to social interaction. It shows that S4 has problem in differentiating between a hortatory exposition and discussion text. Fortunately, she has been able to explore her idea as she able to write her text in 445 of 500 words. Even if she could not achieve the minimum words, the variety of words she used highlight her ability in exploring ideas.

In term of linguistic features, she was success in writing a text with some linguistic features fulfilled in her text. There was found present tense (technology also has negative effect in social interaction). Then, there were also found material process (interact, make), mental process (believe, think), and relational process (there are, technology can). Some variety of conjunctions were also found such as temporal conjunction (firstly, secondly, thirdly) and comparative connectives

(however, on the other hand). Then, modality such as should was also found in her text.

However, grammatical mistakes were also found in her text. The grammatical mistakes that were found in her text are present tense, present perfect and words misspell. For example in paragraph two, it was found that she made a mistake in present perfect, such as “peoples have use (used) technology”. Then, it was found a mistake in present tense such as “several student (are) lazy to study”. Besides that, it was also found a word misspells i.e. peoples (people), estrange (estranged).

Then in term of social function, this text has achieved the social function of the hortatory exposition. Through the text, the writer persuades the reader to start to use the technology in positive ways that can give benefits for them (Gerot & Wignell, 1994).

Overall, the pre-test result of Group 2 writers has acquired the necessary knowledge of the hortatory exposition text. However, some of them appear to have a problem in differentiating between exposition and discussion text since they cannot focus on one topic. Besides that, they also have a problem in writing a good text, since the grammatical mistakes were easily found in their texts. Then, they also still have a problem in exploring ideas as they still cannot achieve the minimum number of words. However, it appears that the middle group were better than the lower group. Furthermore, the result of the analysis above suggest that the students in this group need to learn more from the teacher about the process of writing text, grammar and schematic structure of hortatory exposition text.

3.1.2.3 High Achievers

The fifth text to be analyzed is S5’s text from the high achievers (Group 3). The text (see Appendix 9) was written in six paragraphs. In term of schematic structures, it was found that the text has met the schematic structures of a hortatory exposition as she has included the thesis, arguments and recommendation in this text (Gerot & Wignell, 1994; Knapp & Watkinns, 2005;

Emilia, 2008). In addition, S5 has been able to explore her idea as she was able to write her text in 494 of 500 words.

In term of linguistic features, she was able to write a text with linguistic features fulfilled in her text. There was found present tense (people not only use internet). Then, there were also found material process (develop, use), mental process (know), and relational process (there are, we can). Some variety of conjunctions were also found such as temporal conjunction (first, second, third) and coordinate conjunction (not only, but also, and). Then, modality (should) and passive voice (should be used) were also found in her text. Then, she also focuses on one topic in which she wrote about the way internet can make human interaction become easy. Moreover, she was successful in writing the text in term of grammar. She only has a fewer mistakes rather compared to the middle and lower achievers. For example, she made mistake in using verb “should to use” and “every innovation always give “(gives). Then, in term of social function, this text has achieved the social function of the hortatory exposition. Through the text, the writer suggest the reader that internet should be used for useful activity (Gerot & Wignell, 1994).

The sixth text to be analyzed is S6’s text. The text (see Appendix 10) was written in seven paragraphs. In term of schematic structures, it is found that this text has met the schematic structures of a hortatory exposition as there were found thesis, arguments and recommendation in this text (Gerot & Wignell, 1994; Knapp & Watkinns, 2005; Emilia, 2008). In addition, S6 has been able to explore her idea as she able to write her text in 623 of 500 minimum required words.

In term of linguistic features, she was be able to write a text with linguistic features fulfilled in her text. Human participant (kids) and non human participant (technology) were found in her text. Then, present tense was also used in her text (technology makes my mom cook faster). Then, there were also material process (change, deliver), mental process (believe, know, agree, think), and relational process (that is, we can) in her text. Some variety of conjunctions were also found such as “and”, “before”, “but”, “however”, “hence”, and “since”. Then, modality such as “should” (should minimize) was also found in her text,. Then, she also

focuses on one topic in which she wrote about the way technology changed the 19th and 20th century kids. Then, she also used expert opinion to support her argument as she put Manan (2011) work as her source. Moreover, she was also successful in writing the text grammatically. She only has a few mistakes rather than the middle and lower achiever. For example, she only made a mistake in using adjective in “are differ” (different).

Then, in term of social function, this text has achieved the social function of the hortatory exposition. Through the text, the writer suggested the reader that they should reduce the intensity of using gadget either it is for our self or for our younger sisters or brothers, our students, and our children. Then she added that it is better for us to build social relationship among families, friends, and people in society than using social media (Gerot & Wignell, 1994).

In conclusion, the writing characteristics of the students in Group 3 (High achievers) show that they have enough knowledge about hortatory exposition text. However, the writers in this category still need help in creating successful hortatory exposition text.

5.1.3 Reflection of Preliminary Phase

From the results obtained in this phase, the teacher and the classroom teacher made a reflection. According to Grundy (1986:28) reflection is the most important part in action research. It is “the moment where the research participants examine and construct, evaluate and reconstruct their concerns”. Reflection includes the pre-emptive discussion of the classroom teacher and the observer to identify the problems. In this stage, the classroom teacher and the researcher decided what the outcomes tell them and try to see a new or revised issues for further investigation in the next cycle of action research (Mills, 2007; Burns, 2010).

The results of this phase would be used in planning the action phase. There are four things found in this phase. The first, it was found that the result of pre-test of students’ writing test were relatively low. As shown in Table 5.1, the mean score of the pre-test is 40.46. The maximum score is 68.50 and the minimum

score is 13.50. It indicates that the students' achievements in writing need to be improved.

The second, it is found from the analysis of students' texts that more than half of the students were considered as poor writers. Although they had learnt a lot of English vocabulary, they were not able to use it to make a correct sentence or complete English sentence. Many students still made grammatical mistakes in their text which suggest that their need for more scaffolding in term of grammar.

The third, in term of schematic structure of hortatory exposition text, most of students had not had good control of the text structure. Some of students did not yet meet the schematic structure of a hortatory exposition text. Some of them did not write the recommendation. It gives an indication to the teacher and the classroom teacher that the modelling stage in genre approach including explicit teaching about the schematic structure is important to be taught to the students, so that they can achieve a good control of the genre.

The fourth, most of the students could not achieve the minimum number of words (500 words). They have problems in exploring the ideas while writing a text. It informs to the teacher and the classroom teacher that the process approach (planning, drafting, revising, editing, publishing) is important to be taught to the students, so they can explore their ideas to write a good text.

Based on the reflection above, the teacher and the classroom teacher decided to act upon all the matters above and implement the stages of teaching cycle by applying the PGA proposed by Pujianto, Emilia and Sudarsono (2014) (see section 2.2.3) in the teaching of a hortatory exposition text. Then, in the action phase, writing should be taught as a process (Yan, 2005). The students should be given time to revise and edit their own text (Emilia, 2008; Yan, 2005). Besides that to strengthen their knowledge about the structure of the text, they really need to learn more about genre, so writing should be taught as a genre (Emilia, 2008; Yan, 2005; Badger & White, 2000). They should be given time to learn the model text. In addition, to explore their idea in writing text, they should be given time to develop their basic knowledge of the topic (Yan, 2005; Emilia, 2008).

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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3.2 The Implementation of PGA : Cycle 1

Having conducted the preliminary phase to identify the problems of teaching writing in the research site and the students' ability in writing, the teacher carried out the first cycle of the CAR. The following is a description of activities in cycle one that consist of planning, action and reflection phases.

3.2.1 Planning

In the planning stage, the teacher and the classroom teacher made several plans by considering the result of reflection on the preliminary phase. The first was designing lesson plans. Six meetings were decided to be conducted in the first cycle, so six lesson plans were prepared for the teaching program (see Appendix 11). The lesson plans were designed with the teaching-learning cycle of the PGA in mind. The teacher did some modification and adaptation with the stages of PGA which were expanded into listening, reading, speaking and writing skills. The activities conducted in this cycle are displayed in Table 5.3 below.

Table 5.3 Activities in the First Cycle

Meeting	Day/Date	Time Allocation	Stages	Skill
1	Friday	100 minutes	BKOF	Speaking
			MOT	Reading and Listening
2	Monday	100 minutes	JCOT	Reading, Speaking and Writing
3	Friday	100 minutes	JCOT	Writing
4	Monday	100 minutes	ICOT	Reading, Speaking and Writing
5	Friday	100 minutes	ICOT	Writing
6	Monday	100 minutes	ICOT	Writing
7	Friday	100 minutes	Post- Test 1 Questionnaire Distribution	Writing

The second was discussing the theme for writing. The theme for writing in this cycle was “technology has changed social interaction”. It was chosen because the student were well known with the technology, and they felt how it changes the way people interact.

The third was preparing the observation checklist for the classroom teacher as the observer to observe the activities of the researcher in teaching-learning process whether it is in line with the lesson plans or not. The observation notes were also prepared for the teacher to observe the students’ activities during the teaching-learning process.

The fourth, the post-test for this cycle was also prepared to evaluate and recognize the improvement of the students’ writing ability after being taught by PGA. After that, the texts, students’ worksheets, and the media such as the projector, laptop, and audio were prepared for teaching and learning process.

The last, in conducting the observation, a video recorder was used to record the teaching-learning process. The video recorder was used to help the teacher to get additional data that cannot be collected during the teaching-learning process was being conducted (see section 3.4.1).

3.2.2 Action and Observation

In the action and observation stage, the PGA was conducted in this cycle. The PGA model proposed by Pujianto, Emilia & Sudarsono (2014) is the one generally implemented in this cycle. There are four stages of PGA; BKoF, MoT, JCoT, and ICoT. The stages of PGA practically incorporate the four teaching stages of GBA, in which process approach occurs in two last stages; JCoT and ICoT (see Section 2.2.3)

The teaching-learning activities in cycle 1 were conducted in seven meetings; six meetings for teaching-learning process and one meeting for

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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evaluation. Each meeting of the teaching-learning process consists of three major activities i.e. preparation, main activity and closing. In the end of the cycle, the teacher evaluated the students' writing ability by conducting the Post Test.

3.2.2.1 Meeting 1: Stage 1-2 BKoF and MoT

The teaching-learning process in meeting one consisted of two major stages in PGA, those are BKoF and MoT stage. As suggested by Badger and White (2000), the BKoF stage aimed to define the situation that would be used as a topic. Meanwhile the MoT stage aimed to give the students in-depth information about the text type they are going to learn.

The first activity in this meeting was preparation. It aimed to grab the students' attention, so the students would focus on the teaching-learning process. Then, the teacher checked the students' attendance and directed the students to focus on the material. All students attended the class, though there were four students who late for the class.

The next activity was the main activity. There were two main activities in this process; those are BKoF and MoT. The BKoF stage prepared students to anticipate the structural features of the genre from variation of relevant texts (Yan, 2005). The students need to know what the topic under discussion is because people have to know the specific topic they want to write (Emilia, 2008, p.25). In this stage, the students are expected to be able to know about the topic they are going to write and the structure of the text. Meanwhile, the MoT stage aimed to give students in-depth information about the text-type they are learning through the stages of the genre and its key grammatical and rhetorical features (Hyland, 2007. P. 132). In this stage, the students were expected to be able to understand the features of the text; social function, generic structure, and linguistic features.

The first main activity was the BKoF stage. There were two steps in this activity. Before starting this stage, the teacher asked students to make a group (4-5 members). The first step was the teacher gave the students some questions related to the topic "technology has changed social interaction". At the beginning, the teacher asked what they thought about the technology nowadays. Some students

replied that technology nowadays developed fast. Afterwards, the teacher asked the students to give examples. One student gave an example about internet. She said that the internet has changed everything in her life, as indicated in the following excerpt:

S1 : “internet is one of technology that change everything in my life. Everything *jadi* easy, but *sebagai* impact I become lavish, because I have to buy *kuota* for my phone. “

In that excerpt, the student explained how internet has change her life. Positively everything becomes easy. However, in contrast she becomes lavish as she has to buy *kuota* for her needs. Furthermore, the teacher asked the students about *kuota* issue, what should you do to avoid lavish in buying *kuota*?. One student replied that she has to be wise in using *kuota*, better to use if for good things since there are a lot of advantages of the internet if we use it right.

In the second step, the teacher showed the students some pictures. The teacher prepared 2 pictures for this activity i.e. the picture of people who use mobile phone during dinner with family and the picture of someone who use mobile phone to do the presentation of his job. Those pictures were chosen since the students were well known with those things in their daily life.

The first picture showed was someone who use mobile phone during dinner with family. Then, the teacher asked them what they think about the picture. Fortunately, the students gave positive responses towards the picture. The class became noisy because some students talked at the same time. Thus, the teacher asked them to raise their hand before speaking. The teacher asked each group and each group has to have one representative to answer the teacher’s question, as indicated in the following excerpt:

S3 : in my opinion, mobile phone can make someone close become far, and someone far become close.

T : do you agree with S3? Give me the reasons.

S4 : I agree with S3, because nowadays teenagers are like to talk with their friend, chatting *terus* not with family.

T : Are you sure? Why? Can someone give me another reasons, S4 said that teenagers like to talk with their friends through chatting rather than with their family. Raise your hand.

- S5 : It is right miss. My sister for example. She chatt *terus* with her friends, she said that her friends understand her feeling, but my parents not understand.
- T : so, we find an example, she likes to talk with her friend because they understand her, while her parents do not understand her. Okay, we have an issue here with some arguments too, if we are her parents, know that she thinks that we do not understand her, what should or should not we do?
- S6 : if the problems is about she always chatting, so she dont talk with her parents. I will make a rule that she cannot use handphone when dinner, breakfast. So, there will be family's time. And I will ask her about her daily life, so she will know that I understand her.

In that excerpt, it is showed that the students had positive responses towards the issue, and can give recommendations about it.

After concluding the first issue, the teacher showed them the second picture about someone who use mobile phone to give a presentation. The students also gave positive response towards the picture. In this session, the teacher asked the students who have not spoken in their group to speak their opinion. Some of them were active though they were shy or afraid to do mistake, but they can express their ideas. However, there were still some students who were not active, when they were asked to give their opinion, they had no confident and they were afraid if they do a mistake in speaking.

This was the end of the BKoF stage. In this stage, the students were able to express their opinion towards the topic and start to build their knowledge about the topic. Some students were active and could express their opinion, though some of them were still passive in the class. This stage was planned to be conducted in 30 minutes, but in practice this stage spent about 40 minutes.

Afterwards, the second main activity, the MoT stage, was begun. There were three steps in this stage, namely reading the text, comprehending the text, and highlighting the features of the text (social function, generic structure, and linguistic features). The first step was reading the text. In this activity, the teacher displayed a model text entitled "mobile phone should be banned in the school". Afterwards, the teacher asked the students to read aloud. There were many

students who raised their hand. That indicated that they were enthusiastic to read a text. Since the text consisted of four paragraphs, the teacher chose four students to read the text. Each student read the text loudly and the other students paid attention to them. When they mispronounced, the teacher directly corrected them immediately. For example, when the student read “disrupt” by saying /*disrup*/, the teacher directly corrected by saying /*dis 'rʌpt*/. Then, the student directly corrected her own mistake. After the students finished reading the last paragraph loudly, the other students began to read the text in group.

The second step was comprehending the text such as finding the difficult words and understanding what the text talked about. The students were allowed to use dictionary to help them find the meaning of the vocabulary. In the beginning, since they worked in group, they began to discuss the text. Though they worked in group, the teacher still facilitated them if they had problems. But, before the teacher directly gave them the answer, the teacher gave a chance to other students to answer the problems, as indicated in the following excerpts:

- S1 : Miss, *artinya disrupt teh apa?*
(Miss, what is the meaning of disrupts?)
T : Anyone know the meaning of disrupt?
S3 : *Mengganggu Miss, itu teh jadi artinya bisa mengganggu pembelajaran dikelas.*

According to the excerpt, the S1 asked the meaning of disrupt to the teacher, then the teacher gave a chance to other students to try to answer the question, then S3 gave an answer by giving the meaning in a whole sentence. Afterwards, the teacher ensured whether they found another difficult word or not. Some students mentioned “irresponsibly” and “temptation”. Afterwards, the teacher asked other students whether the other students knew the meaning of the words. As the result, there was student who gave the meaning of those words.

After understanding the text, the teacher asked the students to explain what the text talked about. There were many students who raised their hand. It indicated that they were willing to talk about the text. However, the teacher chose the student who has not spoken during the class. One student, S7, has no confidence to speak English in front of class. She was afraid of doing mistake. In this case, the

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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teacher talked to her that it is okay and what she needed is a lot of practice, as indicated in the following excerpt:

- S7 : *Gak apa-apa salah ya miss, saya gak bisa ngomong English lancar.*
 (It's okay if I am wrong, miss. I cannot speak English fluently)
- T : It's okay, so what do the text tell about?
- S7 : Hm.. The text tell about using handphone in the class. We cannot use handphone because can disturb class, and hm... it also can use for cheating. So, handphone should not bring to school.
- T : Ok, you said that the text tells about using handphone in the class. We cannot use handphone because it can disturb the class and it also can be used for cheating. Therefore, handphone should not be brought to school.

In that excerpt, there were some errors in vocabulary used, so the teacher directly corrected the errors. Afterward, the teacher gave chances to the other students to state their understanding about the text. As a result, there were two other students who express their understanding about the text.

Afterwards, the last step which is highlighting the features of the text was started. There were four activities in highlighting the features of text. First, the teacher directed them to mention the genre of the model text. Second, the teacher directed them to mention the generic structure of the text. Third, the teacher directed them to mention the social function of the model text. Then the last, the teacher directed them to mention the linguistic features of the model text.

First, the teacher asked the students to mention the genre of the model text. They were able to mention that the text was a hortatory exposition text. Afterwards, the teacher asked them to identify the generic structure of the text. The students were able to identify that the first paragraph was the issue of the text, and showed the sentence that indicated in which issue was presented. One student, S3, said that the last sentence in the paragraph one introduced the issue that should the students bring the mobile phone to school.

Afterwards, the students identified the purpose of the second, third, and last paragraph of the text. They identified that the second and third paragraph were arguments. Both paragraph supported the issue that bringing mobile phone

to school can disrupt learning process, and mobile phone also can be misused by the students. Afterwards, they showed that the last paragraph was the recommendation. It concludes the text that as a recommendation of the issue, schools should ban students from bringing their cell phones. However it should be done fairly.

After identifying the generic structures of the text, the teacher directed them to mention the social function of the text. By considering the generic structures of the text, they were able to meet the social function of the hortatory exposition which is to persuade the readers that they should do something for the benefit of others.

Afterward, the teacher directed them to mention the linguistic features of the text. Some of them were able to mention some of the linguistic features of the text, they mentioned present tense, passive voice, modality and temporal connectives. Because they cannot mention all linguistic features of the text, the teacher clarified by displaying the linguistic features of the hortatory exposition text cited from Emilia (2011, p. 105). Afterwards, the teacher asked the students to identify the linguistic features from the model text. They mentioned some linguistic features found in the text, such as focus on one topic, generic human participant, generic non-human participants, present tense, modality, temporal connective, and comparative connective, connective in concluding sentence, material process and relational process.

This was the end of the modelling stage. In this stage, the students were able to mention the features of the text. All of the students also seem active in this stage compare to BKoF stage. There was also interaction among the students, and between the teacher and the students. However, due to the limited time, the assignment that should be done in the class was become homework for students. The students were asked to analyze the features of the text.

After that, the teacher closed the meeting. The teacher reviewed the material by concluding what they have learnt. Then, the teacher followed up the material for the next meeting by giving them homework that they had to analyze the text.

In summary, this meeting is for some extents successful because by doing these activities, the students started to build their knowledge about the technology. Then, they also had known about the structure of the text that can help them to write well. However, based on observation it was found that only students in high and middle achiever who were active in the class, the low achiever were still passive.

3.2.2.2 Meeting 2: Stage 3 JCoT (Planning and Drafting)

Having conducted the BKoF and MoT stages, the teacher continued to the JCoT stage in the second Meeting. In PGA, this stage was incorporated with process approach, which means that this stage includes the stages of process approach. Those are planning, drafting, revising and editing. In this stage, the teacher and the students work together to construct texts that are similar to the text that have already learnt in the previous stage (see section 2.2.3.1).

First, the teacher started the preparation in the class. The teacher greeted students and checked their attendance. Then, the teacher also checked their homework whether they had a question or not, and then asked them to collect their task. The students were also asked to sit in group, because they would be asked to write in group.

There were two out of four main activities of JCoT in this meeting; planning and drafting. In the planning, the students were expected to plan their text by gathering their ideas and make an outline. Then, in the drafting, they were expected to write their first text.

The first main activity was planning. In this activity, they had thirty minutes and they could ask for the teacher's assistance when they needed. There were three steps in the planning. The first, the teacher gave a topic "technology" to the students. Here, each group discussed about what they are going to write. The second, they were asked to brainstorm their ideas towards the topic. The third, they were asked to mind map and make an outline of their ideas.

Having finished the planning activities, the teacher started the second main activity which was the drafting. The teacher asked the students to make a rough

draft of their text based on the outline. At the same time, the teacher helped some groups who need help. The teacher also explained some linguistic features of the text based on students' question. For example, there was a group who asked if they could write two sides of arguments since they thought that it was important to support their text. Here, the teacher reminded them about the generic structures of the text which should focus on one topic. Since, if there were two sides of arguments, it would become a discussion text.

After conducting the main activity, the teacher closed the meeting. At the end, the students managed to complete the draft though there were two groups who could not finish their draft. Following up for the next meeting, the teacher asked them to revise the text and have to finish it before the next meeting.

To sum, this meeting was more succeed than the last meeting. The students looked more active in the learning process, the low achievers also seemed more active than before. However, there were weaknesses in which they had no confidence in writing. It seemed that they depended on high achievers because they were afraid if they made a mistake.

3.2.2.3 Meeting 3: Stage 3 JCoT (Peer's Feedback and Editing)

Having conducted the planning and drafting, the teacher continued to the Peer's feedback, and revising and editing of JCOT stage in the third meeting. This meeting was started by the teacher greeted the students and checked their attendance. Before starting the main activities, the students were asked to sit in group.

The next was the main activities. There were two main activities; Peer's feedback, and revising and editing. The first main activity was peer's feedback. The teacher asked students to collect their text. Afterwards, the text were distributed to the groups randomly. Then, the teacher asked each group to give feedback to their friends' text. They were asked to find the strengthens and weaknesses from their friends' text. In this process, they had to analyze the text by considering the purpose, generic structure and linguistic features of the text. They also could analyze the text from the context of the text.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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After analyzing the text, each group had to come forward to report their analysis results. Firstly to make the low achievers active, the teacher asked them to come forward, but unfortunately they had no confidence to come alone. So, the teacher allowed two students to come forward though still the high achievers dominated the speech. At least, they had been through one step to be active in the class. After that, the students returned the text to its owner.

Based on the observations, it was found that from the results of the peer feedback, some students did not know about the conjunction and transition. Then, some grammatical errors were still found in the text. So, before asking them to revise their text, the teacher explained some conjunction (coordinate and subordinate) and grammar (present tense and passive). According to Emilia (2010), the teacher must explain grammar explicitly in order to make students more understand.

The second main activity was revising and editing. The students were asked to revise their draft become final draft. At the same time, the teacher also helped the students who still had problems in writing. Due to the limited time, they could not finish their final draft, so they had to finish it at home and collected before next meeting to be marked.

In summary, meeting three shows the students' improvement especially for the low achievers who were still passive in last meeting. Then, the results of feedback also gave a good impression that they were enthusiastic to analyze the text, and also gave them motivation to know more about the text especially grammar.

3.2.2.4 Meeting 4: Stage 4 ICoT (Planning and Drafting)

The ICoT stage was the final stage of the implementation of the PGA. Same as JCoT, this stage also was incorporated with process approach (see section 2.2.3.1). There were five main activities in this stage, those are planning, drafting, peer feedback, teacher feedback, and revising and editing which were involved in each feedback. At this time, it was expected that they had developed knowledge about the topic, familiar with the structure of the text, and understand some

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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linguistic features of the text. Students should be able to write the text and draw on their learning experience in the previous stages (Gibbons, 2002). Then, in this stage, the role of teacher is being available for consultation with individual students who need specific feedback (Hammond, 1992).

Starting the meeting, the teacher greeted the students and checked the attendance. Afterwards, the teacher reviewed the last meeting, and then told the students about what they were going to learn. In this stage, they were told that they had to write a text individually.

There were two main activities conducted; planning and drafting. The first main activity is the planning. There were three steps in this activity. The first step, they were told about the topic. The topic was same as the last stage which is “technology”. Then, the second step, they were asked to brainstorm their ideas. The last, they were asked to mind map and make an outline of their ideas. In this process, the teacher guided the students and gave them feedback if it was needed especially for low achievers.

The next main activity was the drafting. The students were asked to write their first draft. At the same time, the teacher opened consultation for those who needed direct feedback from the teacher. One by one, the student showed their text to be read and commented. Within the process of writing the teacher also discussed ways to improve the first draft both structurally and linguistically. The teacher explained some of students’ grammatical mistakes. The students managed to finish their first draft, though seven of them still could not finish the text. At the end, this text became their homework. They needed to finish the text before the next meeting.

Based on the observation, this meeting showed each individual skill in writing a text. There were many improvements from the students especially for the lower achievers. Those who did not understand in the last meeting about linguistic features (active and passive tense), in this meeting they could differentiate and understand it. Then, they also showed their enthusiastic in writing. It was seen from almost all of them showed their text to the teacher to be given feedback. To sum, this meeting was succeed.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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3.2.2.5 Meeting 5: Stage 4 ICoT (Peer's Feedback and Editing)

Having conducted the planning and drafting in ICoT, the teacher continued to the Peer's feedback, revising and editing in the fifth meeting. As usual, this meeting was started by the teacher greeted the students and checked their attendance. Then, they were asked about their homework.

There were two main activities in this meeting. The first was peer's feedback. The students were asked to collect their text, and then distributed it to the students randomly. Afterwards, they were asked to analyze their friend's text then find out the strengths and weaknesses of the text. Same as in JCoT stage, they needed to analyze the text based on the purpose, generic structure and linguistic features of the text.

During the process, the teacher monitored the students and gave them help if it was needed. The teacher also reminded them to open their notes to help them in analyzing the text and motivated them that it was okay if they made a mistake. After thirty minutes of analyzing the text, the teacher asked four students to come forward to report their analyzing result. At this time, the teacher wanted students who were not active to come forward. Fortunately, there were only two students in low achievers who reported their results. Although they made some mistakes during reporting the results, overall they could analyze the text based on three criteria.

Based on the observation, it was found that from the result of the activity, some students, especially low achievers still did not know about the conjunction. It was found some conjunction (however, although) were misused. However, there was an improvement in which they could express their ideas well. It showed that they understand the structure of the text.

The second main activity was revising and editing. The students were asked to collect the text and returned it to the owner. Then, they were asked to revise their text by considering the peer's feedback. Within the process of revising, the teacher helped some students who were struggle in writing their text.

After the main activities were finished, the teacher closed the meeting. At the end, the students managed to revise their text. Then, Following up for the next meeting, the teacher asked them to collect the text to be given feedback by the teacher.

To sum, this meeting helped the students to write well, especially for middle and low achievers. Though, high achievers did not get many helps since their text were considered as good. They directly asked the teacher for some advice or correct their text. It shows that they were motivated to improve their writing skill.

3.2.2.6 Meeting 6: Stage 4 ICoT (Teacher's Feedback and Editing)

This meeting was the last meeting in the cycle 1. It was started by the teacher checked the students' attendance. After having peer feedback and revising steps in the last meeting, there was only one main activity in this meeting, it was revising. The students were asked to write their final text. Before that, the students' texts were given feedback by the teacher considering the purpose, generic structure and linguistic features.

The next activity was main activity; revising and editing. The teacher returned the text to its owner. Then, they were asked to write their final text considering the teacher's feedback. Before that, the teacher explained some linguistic features; passive voice and conjunction. Those features were the most mistakes they made.

While the students were writing the final draft, the teacher checked their writing process. The teacher found that the students' text were neater than before. They revised their mistakes such as grammatical errors, and unstructured paragraph. It indicated that the previous stages had influenced their writing. Besides, there were some students who asked about the appropriate used of vocabularies, and some grammar. The teacher showed them the appropriate one and explained about the grammar. At the end, they could finish their final draft in seventy minutes. Then, they were asked to collect their text to be marked.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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After the main activity was finished, the teacher closed the meeting. As this stage expected, the students' text were better than their first draft in some aspects such as the presentation, generic structures, linguistic features and the way they explore their ideas. Then, the teacher followed up the next meeting by informing them about the post-test 1.

3.2.2.7 Post-Test 1

The post- test aimed to examine the students' writing skill after the PGA was implemented. In this activity, the students were asked to write their opinion on the topic "banning social media for teenagers" in 500 words. They need to think as a teacher, whether we should or should not ban the social media for teenagers. (See Appendix 12).

The students had ninety minutes to do the post-test. Since the post test was an individual test, they were not allowed to use dictionary, looked to the notebook, etc. They were given two pieces of paper, one for answer sheet and one for planning. During the test, the students work individually and focused on their work. At the end, they managed to complete the text and then they were asked to collect their texts. Afterwards, the questionnaires were distributed to the students. The questionnaire consisted of 35 questions (see Appendix 2) and aimed to explore the students' attitude towards the PGA.

5.2.3 Analysis of Students' Test Scores

Having been taught by using PGA, the students made progress on their writing achievement. The improvement can be examined by comparing the results of the writing test from the pre-test and post-test 1 (see Appendix 4). Furthermore, in order to reveal the significant level of the improvement, the two test results were compared by using paired sample t-test technique (O'Rourke et al., 2005)

Based on statistical analysis by using SPSS for Windows version 23.0., the mean value of the pre-test is 40.46 (SD 13.32) as shown in Table 5.2. Meanwhile, the mean value of post-test 1 is 52.86 (SD 14.67) as presented in Table 5.4.

Table 5.4 Descriptive Statistic of Post Test 1

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
POST TEST 1	26	47,00	27,00	74,00	52,8654	2,87811	14,67553
Valid (listwise)	N	26					

From the result obtained, it can be interpreted that the mean score of the post test is greater than the pre-test (mean score was 40.46 (SD 13.32)), (see Table 5.2 for detail). It indicates an improvement in the results of the students writing after PGA was implemented. The improvement of the mean score can be seen in Figure 5.1 below.

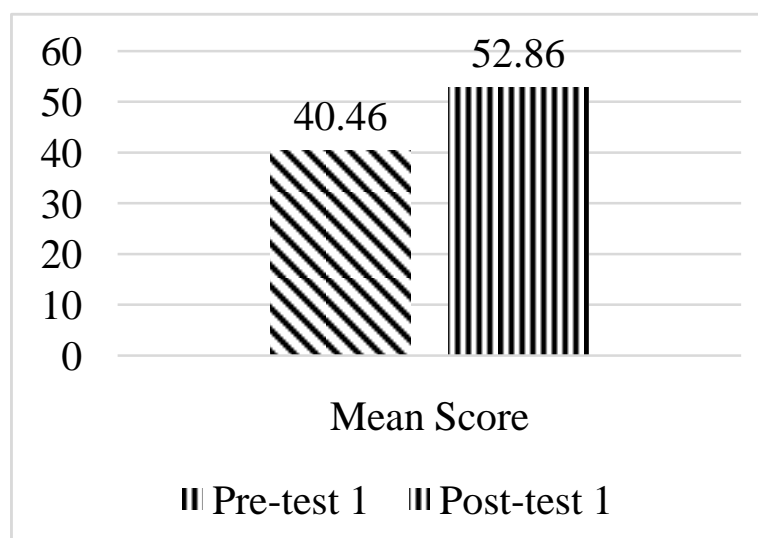
Figure 5.1 The Improvement of Mean Score of Students' Text in Cycle 1

Figure 5.1 shows that there is an improvement of the mean scores of the students' writing. It shows that after PGA was implemented, the students' score improved 12.40 points. Based on the result above, it can be concluded that there is an improvement of students' writing achievement after PGA implemented.

To investigate whether this improvement was significant or not, a paired sample t-test was performed. The hypotheses tested is H_0 , i.e. there is no

difference between the mean score in the pre-test and post test. The results of the paired samples t-test are presented in Table 5.5, Table 5.6, and Table 5.7.

Table 5.5 Paired Samples Statistics of Pre-test and Post-Test 1

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test1	52,8654	26	14,67553	2,87811
	Pre-Test	40,4615	26	13,32436	2,61312

Table 5.6 paired samples Correlations of Pre-Test and Post-Test 1

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test1	26	,905	,000

Table 5.7 Paired samples Test of Pre-Test and Post-Test 1

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post-Test1 - Pre-Test	12,40385	6,22900	1,22161	9,88790	14,91979	10,154	25	,000

According to Table 5.7, the observed probability value is $p = .000$ ($p < .05$), which indicates that the difference between the pre-test score and post-test 1 score is significant at a significant level .05 (Hatch & Farhady, 1982; O'Rourke, 2005). In this case, the H_0 is rejected and H_1 is accepted. This results show that there is a significant difference between post-test 1 and pre-test. Since the mean of the post-test is higher than that of the pre-test (see Figure 5.1), it can be said that there is an improvement in the students' ability due to the implementation of the PGA to teaching writing a hortatory exposition text.

It implies that the students' writing achievements significantly improved after the PGA was implemented. Then, it also indicates that PGA is effective to help students to improve their writing ability. Yet, there is a difference in the

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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scores between the pre-test and post-test. The main scores of the post-test 1 have not achieved the criteria of the success of this study (see Section 3.6). For this reason, another cycle was still needed to maximize the results.

5.2.4 Analysis of Students' Text

Six texts gained from post-test 1 written by the same students in the pre-test were analyzed. The texts were analyzed to find out the development of students' text after the PGA was implemented. These analysis could be the qualitative evidence to support the results of the tests.

3.2.4.1 Low achievers

The first text to be analyzed is S1's text. The text (see Appendix 13) was written in five paragraphs. In terms of the generic structure, in the pre-test, S1 could not achieve the recommendation (see section 5.1.2.1). However, finally in post-test 1, S1 could include the thesis, arguments, and recommendation in her text. It suggests that the writer has met the schematic structure of a hortatory text. In addition, this text still has not achieved the minimum number of words (500 words). It is found that the writer only wrote 313 words. Even so, there is an improvement from the pre-test (99 words). It suggests that she has improved in exploring the ideas.

In term of linguistic features, she has applied some linguistic features of hortatory text, such as the use of human participants (students) and non-human participants (Facebook), present tense (this system gives), mental process (believe), material process (use), relational process (is), passive voice (can be done), modality (should), and some conjunction (first, and, or). Finally, she can improve her writing by applying some linguistic like passive voice in her text. (see Appendix 12 for detail)

Then, it appears that S1 still had difficulties in writing as she made some grammatical mistakes. The grammatical mistakes that were found in her text are passive voice, present tense, and singular-plural. For example, she made some mistakes in passive voice; "social media can be use [used] for learning English",

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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present tense; “then, the media got [gets] the information”, and in plural “there some function[s] of Facebook”. Nevertheless, she wrote carefully as she spell the words well.

Then in term of social function, this text has achieved the social function of the hortatory text (see section 2.3.1). The writer talked about what the teachers should do in suggesting their students in using Facebook. Indeed, S1 also showed her understanding of hortatory exposition text since focused on one topic.

The second text to be analyzed is S2’s text. The text (see Appendix 14) was written in eight paragraphs. Same as S1, S2 also showed her improvement in writing in which the text has met the schematic structure of hortatory text. She has included the thesis, arguments, and recommendation in her text. Then, she also showed her understanding in writing a hortatory text since she is able to focus on one topic. In addition, this text also has achieved the minimum number of words (500 words), the writer wrote in 523 words. This suggests that S2 was able to improve her writing skill in exploring ideas while writing this text.

In term of linguistic features, S2 has applied some linguistic features of hortatory exposition text, such as the use of human participant (teachers) and non-human participant (e-mail), modality (should), material process (use), simple present tense (people use data), relational process (is), passive (is often used), and conjunction (and, or, either, and because). Indeed, she has improved her linguistic knowledge as she able to apply passive voice, and variety of conjunctions (see Appendix 13 for the detail).

However, S2 still has struggle to write a successful hortatory text as she made some grammatical mistakes. The grammatical mistakes that were found in her text are the use of verb, use of be in present tense, and words misspell. For example, it was found that she made mistakes in using verb, such as “we can used [use] e-mail”. Then, it was found mistake in using be in present such as “First [is] easy to give information”. Besides that, it was found some words misspells i.e. facilities [facilities], privaesy [privacy], lectures and [lecturer].

Then in term of social function, it is similar to S1’s text; this text has achieved the social function of the hortatory exposition text. The writer persuaded

the reader by telling that the teacher should do in using email for teaching-learning process.

Overall, the post-test 1 result of Group 1 writers indicate that the students have shown their improvement in writing a hortatory text. They also showed their improvement in linguistic knowledge as they could use passive voice. Then, they were also able to explore their ideas. Though, some of them still could not achieve the minimum number of words (500 words). Moreover, they still made some grammatical mistakes in using verbs in present and passive voice, singular/plural, and words misspell. Furthermore, the results of the analysis above suggest that the students in this group needed to learn about some linguistic knowledge from the teacher explicitly.

3.2.4.2 Middle Achievers

The third text to be analyzed is S3's text. The text (see Appendix 15) was written in six paragraphs. From pre-test, S3 has shown her knowledge in writing a hortatory text as she has included the schematic structure in her text. Indeed, in Post-test 1, she still included the three elements of the hortatory exposition text. Then, she has solved her problem in exploring idea as she wrote in 560 words.

In term of linguistic features, S3 was success in writing a text with some linguistic features fulfilled in her text. There were human participant (teenager), non-human participant (social media, instagram), material process (visit), modality (should, may), present tense (they use instagram), conjunctions (and, or, first, second, third), mental process (suggest), and relational process (are). In addition, she has shown her improvement in writing as she able to write with variety of words she used, then she also could focus on one thing. However, she still has a problem in using verbs in present. For example in paragraph two, it was found that she made some mistakes in using verb, such as "if our student spending [spends] most of their time..." and "vocabularies are unique which has [have] meaning.."

Then in term of social function, this text has achieved the social function of the hortatory exposition text. The writer talked that the teacher should

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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recommend some educational accounts to their students to improve their skills outside the classroom through students' interesting in social media.

The fourth text to be analyzed is S4's text. The text (see Appendix 16) was written in four paragraphs. In term of schematic structures, S4 showed her understanding in writing a text as she successfully included the three elements of schematic structures; the thesis, argument, and recommendation in her text. Then, she also has improved as she focused on one topic differ from the pre-test. It shows that S4 has solved her problem in differentiating between a hortatory exposition and discussion text. In addition, she has been able to explore her idea as she wrote her text in 532 words.

In terms of linguistic features, she was success in writing a text with some linguistic features fulfilled in her text. There were relational process (is), non-human participant (social media), human participants (students), experts (new york news), material process (use), passive voice (can be done), conjunction (first, second, and, or, because, although), modality (should), and present tense (they open youtube). Here, she has shown her improvement in writing as she able to apply the variety of linguistic features of the text. However, she still has problem in present tense as she made some mistakes. The grammatical mistakes that were found in her text are present tense and singular-plural. For example, "students ~~are~~ still do not know how to use social media". She also has problem in singular-plural in present tense, for example "most users of social media is [are] students".

Then in term of social function, this text has achieved the social function of the hortatory exposition. Through the text, the writer stated that social media like YouTube and Facebook could give benefits to students in learning English. So, she persuades the teachers to supervise and guide their students to use social media well.

Overall, the post-test 1 results of Group 2 writers indicate that the students have acquired the necessary knowledge of the hortatory text. They have shown her improvement in writing a text as they could minimize their grammatical mistakes from the pre-test. Then, they were also able to improve her ability in exploring their ideas as they were able to write above 500 required words.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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However, they also still have problems in grammar such as present tense, passive voice, and singular-plural. Furthermore, the result of the analysis above suggest that the students in this group need to learn about grammar from the teacher explicitly.

3.2.4.3 High Achievers

The fifth text to be analyzed is S5's text. The text (see Appendix 17) was written in seven paragraphs. In term of schematic structures, this text has met the schematic structures of a hortatory text. S5 wrote thesis, arguments and recommendation in this text (Gerot & Wignell, 1994; Knapp & Watkinns, 2005; Emilia, 2008). From pre-test, S5 has shown her ability in exploring ideas, and she showed her improvement in Post-test 1 as she was able to write a text in 539 words.

In term of linguistic features, she was also success in writing a text with linguistic features fulfilled in her text. There were non-human participant (Facebook), human participant (students), experts (whatistechtarget.com), relational process (is), conjunctions (first, because, and, or, so), passive (was bullied by), present tense (face book still gives), modality (should), material process (communicate), and mental process (realize). Then, she also focused on one topic in which she wrote about the negative of Facebook especially in crime. Moreover, she showed her improvement as she could maintain her writing. She writes carefully as she only has a few mistakes, for example, in using verb in present tense "she never receive [receives]".

Then, in term of social function, this text also has achieved the social function of the hortatory exposition. Through the text, the writer suggested the teacher to give advice to students to use Facebook carefully. So, they can avoid the negative effect of Facebook.

The sixth text to be analyzed is S6's text. The text (see Appendix 18) was written in six paragraphs. In term of schematic structures this text has included the schematic structures of a hortatory text (Gerot & Wignell, 1994; Knapp &

Watkinns, 2005; Emilia, 2008). Then, S6 was also able to explore her idea as she wrote her text in 580 words.

In terms of linguistic features, she still can maintain her understanding in writing a hortatory text as she was success in writing with linguistic features fulfilled in her text. There were human participants (students), non-human participants (social media), experts (Devie Rahmawati), present tense (they think), mental process (think), conjunctions (because, and, or, besides, not only, but also), relational process (are), material process (change), and modality (should). Moreover, her text is focused one thing as she wrote about how social media can improve students' literally skills. Moreover, she was also successful in writing the text. She only has a few mistakes rather than the middle and lower achievers. She only made a mistake in using verb in present tense "teacher ask [asks]".

Then, in term of social function, this text has achieved the social function of the hortatory exposition (see section 2.3.1). Through the text, the writer suggested the reader that they should change the way they teach. She recommends the teacher to use social media base in the teaching-learning process.

Overall, the writing characteristics of the students in Group 3 indicate that the students have enough knowledge about hortatory exposition text. They also have improved their writing as they can minimize their mistakes in grammar though there were still some mistakes as they were not careful in using verbs.

5.2.5 Analysis of Questionnaire

A questionnaire was distributed after conducting post-test 1. It aimed to elicit the students' attitudes towards writing, teaching writing, and the implementation of PGA in the teaching of hortatory exposition text (Oskamp & Schultz, 2005). The questionnaire consists of 35 questions (see Appendix 2). It is in form of Likert-Scale response format ranging from 1 (strongly disagree) to 5 (strongly agree).

The students' responses were coded and keyed into the SPSS program 23.0 for statistical analysis. Then, the score gained from the questionnaire responses were placed on continue ranging from 26 (minimum score) to 130 (maximum score). The mid point is 65. The higher the attitude score is the more positive the students' attitude. From Table 5.8 below, it can be seen that the mean score is 105.83 (81.41%). It shows that the scores of all statements fall above the middle point (65). It suggests that the students have positive attitude towards the implementation of PGA.

Table 5.8 The Result of the Five-Point Likert-Scale Questionnaire 1 Analysis

NO	TOTAL	%	NO	TOTAL	%
1-A	93	71,54	19-B	103	79,23
2-B	122	93,85	20-C	109	83,85
3-C	108	83,08	21-A	105	80,77
4-A	101	77,69	22-C	116	89,23
5-B	98	75,38	23-A	105	80,77
6-C	102	78,46	24-B	106	81,54
7-A	107	82,31	25-C	108	83,08
8-B	113	86,92	26-A	100	76,92
9-C	115	88,46	27-C	107	82,31
10-A	105	80,77	28-A	89	68,46
11-B	101	77,69	29-B	108	83,08
12-C	104	80,00	30-C	112	86,15
13-A	102	78,46	31-A	107	82,31
14-B	99	76,15	32-A	107	82,31
15-C	102	78,46	33-B	117	90,00
16-A	104	80,00	34-C	118	90,77
17-C	105	80,77	35-C	120	92,31
18-A	86	66,15			
			TOTAL	3704	
				105.83	81.41%

Based on the Table 5.8, it can be seen that the highest average score is on statement two, the score of which is 122 (93.85%). The statement two (*I do my best to come to writing class*) shows that they had good motivation in learning writing although some of them did not really like writing. It was proved by

Statement one (*I like writing*) which only had 93 of scores (71.54%). It indicates that writing is important for them even if they do not really like writing.

Then, the students gave the lowest average score on statement 18, the score of which is 86 (66.15%). The statement 18 (*I enjoy giving feedback to other group's text*) shows that they did not really enjoy giving feedback to other group (enjoy apa gak?) although some of them though that peer feedback helped them to identify their mistakes in writing. It was proved by statement 20 (*peer feedback in JCOT helped us to identify our mistakes in writing*) which has 109 of scores (83.85%). This indicates that peer's feedback could help them in improving their text even if they do not enjoy in giving feedback.

Below are the description of the questionnaire data based on the three themes in this study i.e. writing, teaching writing and the implementation of PGA.

5.2.5.1 The Students' Attitude towards Writing

The responses regarding the attitudes towards the writing show that the mean score is 107.84 (82.82%). The maximum score is 122 points with 93.85% (statement two) and the minimum score is 93 points with 71.54% (Statement one). The students showed that they have positive attitude towards writing as they do the best to come to writing class (statement two), even if they do not really like writing (statement one). Then, it can be inferred that even if they did not like writing, they still consider writing as an important skill for them. The results of students' attitude towards writing can be seen in Table 5.9.

Table 5.9 The Students' Attitude towards Writing

NO	TOTAL	%
1-A	93	71,54
2-B	122	93,85

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS
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3-C	108	83,08
TOTAL	323	
	107.67	82.82%

5.2.5.2 The Students' Attitude towards Teaching Writing

The responses regarding the students' attitude towards teaching writing show that the mean score is 100.33 (77.18%). The maximum score is 102 points with 78.46% (statement six) and the minimum score is 98 points with 75.38% (statement five). The students thought that learning writing in this class could improve their writing skills (statement six), and they were happy to learn in this class (statement four). Yet, for some reasons, a few students were uncertain to rejoin this class (statement 5). The results of the students' attitude towards teaching writing can be seen in Table 5.10.

Table 5.10 The Students' Attitude towards Teaching Writing

NO	TOTAL	%
4-A	101	77,69
5-B	98	75,38
6-C	102	78,46
TOTAL	301	
	100.33	77.18%

5.2.5.3 The Students' Attitude towards the Implementation of PGA

The responses regarding students' attitude towards the implementation of PGA show that the mean score is 106.54 (84.26%). The maximum score is 120 points with 92.31% (statement 35) and the minimum score is 86 points with 66.15% (statement 18).

Based on the questionnaire, the students agree that writing the final draft gave them chance to make their writing better (Statement 35). This statement is supported by the importance of teacher's feedback (90.77%) and peer's feedback (86.51%). Then, they did not really like giving feedback to other group (Statement 18/ 66.15%). Even so, they still considered Peer's feedback as an important thing

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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(79.23%). They also believe that Peer's feedback could help them identify their mistakes in writing (83.85%). Overall, the students gave positive attitude towards the implementation of PGA; BkoF (85.90%), MoT (79.49%), JCOT (79.31%) and ICOT (83.08%). The results of the students' attitude towards the implementation of PGA can be seen in Table 5.11.

Table 5.11 The Students' Attitude towards the Implementation of PGA

NO	TOTAL	%	NO	TOTAL	%
BKOF (111.67 with 85.90%)			ICOT (108 with 83.08%)		
7-A	107	82,31	23-A	105	80,77
8-B	113	86,92	24-B	106	81,54
9-C	115	88,46	25-C	108	83,08
MOT (103.33 with 79.49 %)			26-A	100	76,92
10-A	105	80,77	27-C	107	82,31
11-B	101	77,69	28-A	89	68,46
12-C	104	80,00	29-B	108	83,08
JCOT (103.1 with 79.31%)			30-C	112	86,15
13-A	102	78,46	31-A	107	82,31
14-B	99	76,15	32-A	107	82,31
15-C	102	78,46	33-B	117	90,00
16-A	104	80,00	34-C	118	90,77
17-C	105	80,77	35-C	120	92,31
18-A	86	66,15			
19-B	103	79,23			
20-C	109	83,85			
21-A	105	80,77			
22-C	116	89,23			
TOTAL				3080	
				106.21	81.70%

5.2.6 Reflection of Cycle 1

In the reflection stage, both of the teacher and the classroom teacher discussed and reflected what had been done during cycle 1. The reflection was carried out by considering the observation checklist, the observation notes, the analysis of students' scores, the analysis of students' texts, and the analysis of questionnaire. The reflection involved an analysis of the results of the action stage during cycle

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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1. The data obtained in the observing stage were compared to the indicators of the criteria of success (see section 3.6) (Koshy, 2005; Mills, 2007; Burns, 2010). Then, the results from this cycle were used to modify the teacher practice and to continue the cycle of action research.

From the description of all PGA stages (see Section 5.2.2) above, there are four aspects that show the success of the cycle 1. The first was the teacher had implemented PGA successfully for some extent. The second was the results of students' writing test improved after PGA was implemented. The third was based on the analysis of students' texts, it was found that all students (low to high achievers) gained an improvement in writing ability in different aspect of a hortatory exposition text. The fourth was the results of questionnaire showed that they tend to have good attitudes towards PGA. Thus, it proved that at the end of cycle 1 students had a relatively similar understanding and control of a hortatory exposition text (Emilia, 2012). This suggest that the implementation of PGA which combines the advantages of genre approach and process approach could help students to improve their writing ability (see section 2.3.3).

Apart from all the successful aspects above, there were some matters that need to be discussed and then followed up. First, from the observation checklist, it was found that the BKoF & MoT needed a lot of time. So, some activities could not be conducted. Then, the ICoT spent too much time. Second, during the learning process some students were active since the topic was familiar and interesting for them. However, several students were still passive. They had no confident and they were afraid if they make a mistake. It means that they still had low participation during learning process. It must be solved by giving them more chance to asked and active in the class.

Third, most of students had been able to write. However it was found that in the JCoT several students were depended on the "high" students to write, they had low contribution in writing. So it was decided that in the next cycle, writing in group should be conducted in pairs (two members each group). So that, they would be active and give contribution in group writing.

Fourth, some problems occurred during writing both in the JCoT an ICoT. It was found that they were still confused about the generic structure of the text. Then, it was also found in their text that they had not understood about the conjunction, and there were many mistakes in grammar (singular-plural, present tense and passive) and sentence structure. These problems must be solved by re-explained the procedures well and grammar by teaching it explicitly (Feez & Joyce, 1998; Hyland, 2003; Emilia, 2008; Emilia, 2010; Pujianto, Emilia, & Sudarsono, 2014)

At this stage, based on the data presented above, both of the research questions, to some extents, has been answered. However, considering the results of the observation during the action and observing stage, the post-test, the students' text analysis, the teacher and classroom teacher decided to conduct another cycle because some of the criteria of success in this study had not been achieved.

3.3 The Implementation of PGA: Cycle 2

Having conducted the cycle 1, the teacher and the classroom teacher decided to conduct the cycle 2. In the following is a description of activities in cycle 2 that consist of re-planning, action and observing, and reflection and its modification of the CAR project for teaching writing a hortatory exposition text.

5.3.1 Re-planning

The teacher and the classroom teacher conducted re-planning to revise the lesson plans from the Cycle 1. The results of the reflection in cycle 1 were used to create better lesson plans for cycle 2. Seven lesson plans were prepared (see appendix 19); six for the teaching-learning process and one for evaluation test.

In cycle 2, the teacher and the classroom teacher decided to use different and more complex topic for students. The topic in this cycle was 'education'. The teaching strategies were also modified and more focused on overcoming grammar

and time issues based on the results in the reflection stage. The activities conducted in cycle 2 are explained in Table 5.12.

Table 5.12 The Activities in Cycle 2

Meeting	Day/Date	Time allocation	Stages	Skill
9	20 th May 2016	100 minutes	BKoF	Listening Speaking
10	May 23 rd 2016	100 minutes	MoT	Reading
11	May 26 th 2016	100 minutes	JCoT (1)	Writing
12	May 27 th 2016	100 minutes	JCoT (2)	Writing
13	May 30 th 2016	100 minutes	ICoT (1)	Writing
14	June 2 nd 2016	100 minutes	ICoT (2)	Writing
15	June 6 th 2016	100 minutes	Post-test 2 Questionnaire distribution	Writing

5.3.2 Action and Observation

As in the cycle 1, in this phase, PGA model that is combined from genre approach and process approach proposed by Pujianto, Emilia, and Sudarsono (2014) was implemented (see section 2.2.3). There were four stages of PGA, those are BKoF, MoT, JCoT, and ICoT. The cycle 2 was held in the next meeting after conducting post-test 1.

In this cycle, the teacher conducted six meetings for teaching-learning process and one meeting for evaluation. Similiar to the cycle 1, each meeting of the teaching-learning process consisted of three major activities, namely preparation, main activity, and closing. During teaching process, the classroom teacher sat in the back seat in the class observed and filled the checklist. Then, the teacher wrote an observation notes during and after class. At the end of the cycle, the teacher evaluated the students' writing ability by conducting the Post-test 2.

3.3.2.1 Meeting 1: Stage 1 BKoF

The teacher conducted the BKoF stage in the first meeting in the cycle 2. Due to time issue in the cycle 1, in this cycle this stage was conducted in one meeting. As suggested by Badger and White (2000), this stage aimed to define the situation that will be used as a topic. In the preparation, the teacher checked the students' attendance and directed them to focus on the material. Then, the teacher told the students the theme "education" that they would discuss in this cycle.

Next is the main activity which is BkoF. In this activity, the teacher and the students discussed about the topic they were going to write. It was done since students need to know about the topic, and also they have to know the specific topic they want to write (Emilia, 2008, p.25). In this activity students were expected to be able to know about the topic they are going to write. As the students were asked about education in Indonesia, they came with some answers which were basically stated that each place in Indonesia has unique problem. For example, there is no professional teacher in some schools in Cisompet. Some teachers were graduated from major of economy. Then, there was a problem where English teacher was graduated from major of Sudanese language. During this process, the students discussed some phenomena that happened in Indonesia, especially their city.

During the discussion, the teacher saw that there were some students who did not give any contribution. Then, the teacher asked them directly, what they think about education in Indonesia. The students answered that especially in Garut, education fee is so expensive, but the facilities is low. In this case, it was found that the passive students during BKoF were able to speak if they were given a chance. They were shy and had no courage to speak out their ideas.

After finishing the main activity, the teacher closed the meeting. The teacher concluded what they had learn. Then following up for the next meeting, the students were asked to read again about education in Indonesia.

In summary, this meeting was successful because by doing these activities, the students started to build their knowledge about the education in Indonesia.

This meeting also showed the students improvement especially for the passive students in cycle 1. They could give contribution in the discussion if they were given a chance.

3.3.2.2 Meeting 2: Stage 2 MoT

Having conducted the BKoF stage, the teacher conducted the MoT stage in the second meeting. As suggested by Hyland (2007), the MoT stage aimed to give students in-depth information about the text-type they are going to learn. In the preparation, the teacher checked the students' attendance. Then, the teacher asked about the previous material and tried to connect current material with previous material. The students' responses were very good because they were able to mention the previous material.

Afterward, the main activity, the MoT, was conducted. There were three steps in this activity. In the first step, the students were divided into small group (two members). It was decided to avoid less contribution during the teaching-learning process. Then, the second step was reading the text. In this activity, the teacher displayed a model text and asked the students to read and discussed the contents with the partner.

Then the third step, the students were asked to analyze the schematic structures and the linguistic features of the text. This activity was carried out since the students had been taught about the schematic structures and linguistic features in the MoT stage in previous cycle. So, in this cycle the teacher facilitated them if they found some difficulties while analyzing the text (Derewianka, 2004). The schematic structures and linguistic features that are significant for achieving the purpose of the text were pointed out using a model text.

The teacher also reviewed the previous lessons and asked them what they had not understood. Then, the teacher reminded them of the use of simple present, passive voice, and singular or plural, because those linguistic features were found

incorrectly used by the students. The teacher also reminded them about the schematic structures of hortatory text and then compared it to discussion text. It was done because some students could not focus on one topic. They could not differentiate between hortatory and discussion texts.

Based on the observation, most of students were able to differentiate between hortatory and discussion text. Then, they also had known how to use present tense, passive voice, and plural or singular in writing a text. It was expected that they would not repeat their mistakes.

Afterwards, the teacher closed the meeting. The teacher reviewed the material by concluding what they had learnt. Then, the teacher followed up the material for the next meeting. In summary, this meeting was succeed because they had known about the structure of the text and linguistic features that can help them to write better.

3.3.2.3 Meeting 3: Stage 3 JCoT (Planning and Drafting)

After conducting the BKoF and MoT stages, then the teacher conducted the third stages of PGA which is the JCOT stage. Same as in the cycle 1, the JCoT stage was the stage in which process approach is involved (see section 5.2.2.2), so the stage included four steps in process approach; planning, drafting, revising, and editing. In this cycle, the students were asked to write a hortatory text in pairs. It was decided to make them give full contribution in writing a text. Then, it was also because working with a lot of members were not effective.

In the preparation, the teacher greeted the students and checked their attendance. Then, they were asked to find their partners to write a text. Then, the next activity is the main activfivty which is JCoT. There were two main activities in this stage; planning and drafting. In the planning, they were asked to discuss about what they were going to write related to the topic “education in Indonesia”. They were asked to brainstorm and mind map their ideas. After that, the teacher asked them to make an outline of their text.

During the planning, the teacher facilitated and helped them to clarify their ideas. The teacher still guided the students to do this activity (Gibbons, 2002).

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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Besides that, the teacher also monitored them while they were planning their ideas and developing an outline (Feez & Joyce, 1998; Derewianka, 2004). The teacher guided and helped each group that had difficulties in this process. After finished the planning activities, the teacher asked students to write a first draft.

The second main activity is drafting. In the drafting, the students wrote their text based on the outline they made. At the same time, they were also reminded about the schematic structures and linguistic features of the hortatory text. Based on the observation, the students can be controlled in the classroom. Besides, all students were active in this meeting. Having written the first draft, they were asked to submit their drafts. The teacher checked all of the drafts and gave comments. Here, the teacher focused on the students' strength in writing a text (Feez & Joyce, 1998)

At the end, the teacher closed the meeting. The students managed to complete the draft. Following up for the next meeting, the teacher asked them to revise the text by considering the teacher's comment. To sum, this meeting was more succeed than the previous cycle. The students were active, the low achievers also gave full contribution in writing a text.

3.3.2.4 Meeting 4: Stage 3 JCoT (Peer's Feedback and Editing)

The fourth meeting continued the two steps of JCoT from the previous meeting; peer's feedback, and revising and editing. First, the teacher begun this meeting by greeting the students and checking their attendance.

Then, next activity was the main activity. The first main activity is peer's feedback. The teacher asked students to submit their text, and then distributed it to the students randomly. During peer feedback, the teacher asked each group to give feedback to their friends' texts based on the social function, schematic structures and linguistic features. Then, they were also asked to find the strengthens and weaknesses from their friends' text. After analyzing the text, the teacher asked students randomly to come forward to report their analysis result. After that, the students distributed the text to its owner.

Based on the observations, it was found that from the results of the peer feedback, some students still had problem in using present tense and passive voice. But, overall they could minimize their grammatical mistakes from previous cycle. After that, the second main activity was revising and editing. The students were asked to distribute the text to its owner. Then, the teacher asked them to revise the text by considering their friends' feedback. To sum, meeting 4 showed the students improvement especially for the low achievers who previous cycle gave low contribution.

3.3.2.5 Meeting 5: Stage 4 ICoT (Planning and Drafting)

After conducting the JCoT stage, the teacher conducted the ICoT stage as the last stage in the PGA. There were four steps in this stage, those are planning, drafting, peer feedback, and revising and editing. In this meeting, there were only two activities conducted; planning and drafting. As usual, the class was started by the teacher greeted the students and checked their attendance.

Afterwards, the teacher conducted the main activities in which the students were asked to plan their ideas and then make the first draft individually. Firstly, they were asked to brainstorm and mind map their ideas. After that, they were asked to make an outline of their text.

Having finished making an outline, the students began writing their first draft. During the process, the teacher guided them if they had difficulties in writing. When they had finished their first draft, one by one students showed their text to the teacher to be read and commented. Then, in the same time, the teacher also discussed ways to improve students' first draft both structurally and linguistically.

Based on the observation, this meeting showed the improvement of each individual skill in writing a text. Those who previous cycle did not understand about linguistic features (active and passive tense), in this meeting they could understand it. Then, they also showed their enthusiastic in writing, since they could finish their text before class ended. To sum, this meeting was better than previous cycle.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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3.3.2.6 Meeting 6: Stage 4 ICoT (Peer's Feedback and Editing)

Having conducted the planning and drafting in ICoT, the teacher continued to the Peer's feedback, and revising and editing in the last meeting of the cycle 2. The teacher began the class by checking the students' attendance. Then, they were asked to submit their text, then distributed it randomly to other students.

Afterwards, the peer feedback activity was begun. The students were asked to analyze their friend's text then found out the strengths and weaknesses of the text. Same as in JCoT stage, they needed to analyze the text based on the social function, generic structure and linguistic features of the text. During the process, the teacher monitored the students and gave them help if it was needed (Feez & Joyce, 1998; Gibbons, 2002). After thirty minutes analyzing the text, the teacher asked three students randomly to come forward to report their analyzing result. Based on the observation, it was found that from the result of the activity, some students' could solve their problems in using present tense and passive as they can minimize their grammatical mistakes.

Having finished the peer feedback, the students were asked to give the text back to its owner. Then, the students were asked to revise their text by considering the peer's feedback. Within the process of revising, the teacher helped students who have difficulties in writing their text. At the end, they could finish their text before the class end.

After the main activities finished, the teacher closed the meeting. The teacher concluded all the materials they have learnt. Following up for the next meeting, the teacher informed the students about the post-test 2. To sum, this meeting showed the students' improvement in writing a hortatory text.

3.3.2.7 Post Test 2

The post- test aimed to examine the students' writing skill after PGA was implemented. In this activity, the students were asked to write their opinion on the topic "national examination in Indonesia" in 500 words (see Appendix 20). They were asked to think one phenomenon that happened around them related to the

national examination in Indonesia, what they should or should not do regarding that issue.

Similar to the post-test 1, they had ninety minutes to write a text. They were given two pieces of paper, one for answer sheet and one for planning. During the test, the students work individually and focused on their work. At the end, they managed to complete the text and then they were asked to collect their final test. Afterwards, the questionnaires were distributed to the students. The questionnaire consisted of 35 questions (see Appendix 2) and aimed to explore the students' attitude towards the PGA.

5.3.3 Analysis of Students' test Score

Having finished the implementation of PGA in cycle 2, the students made progress on their writing achievement. It can be examined by comparing the results of the post-test 1 and post-test 2 (See Appendix 4). Then, based on statistical analysis by using SPSS for Windows version 23.0., the mean value of the post-test 1 was 52.86 (SD 14.67) as shown in Table 5.3. Meanwhile, the mean value of post-test 2 was 60.03 (SD 11.80) as presented in Table 5.13.

Table 5.13 Descriptive Statistic of Post Test 2

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Post-test2	26	40,50	38,00	78,50	60,0385	11,80248
Valid N (listwise)	26					

From Table 5.13 above, it can be stated that the mean score of students' writing increased from 52.86 to 60.03. The maximum score was 78.50 and the minimum score was 38.00. From the result obtained, it can be interpreted that the mean score of the post-test 2 is greater than post-test 1. The improvement of the score can be seen in Figure 5.2 below.

Figure 5.2 Improvement of Mean Score of Students' Text in Cycle 2

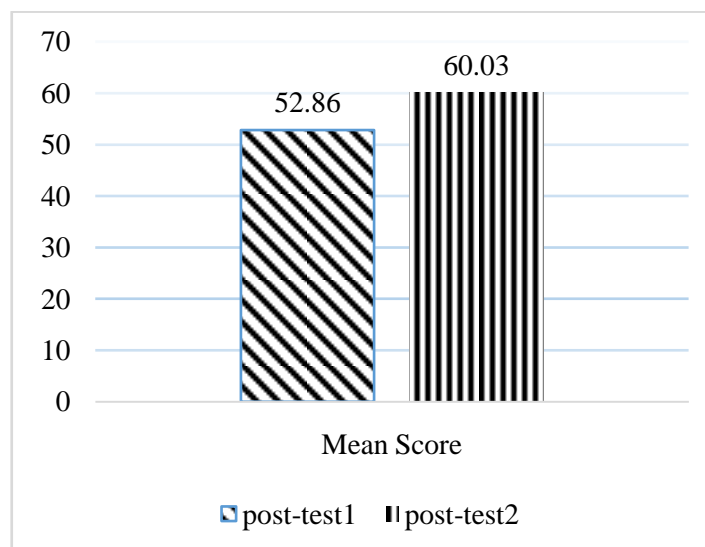


Figure 5.2 shows that there is an improvement of the mean score of the students' writing. It shows that after PGA was implemented, the students' scores improved 7.17 points from post-test 1 to post-test 2. Based on the result above, it can be concluded that there is an improvement of students' writing achievement after PGA implemented in the teaching of a hortatory exposition text.

To test the statistical difference between post-test 1 and post-test 2, a paired sample t-test was conducted. The hypotheses tested is H_0 , i.e that there is no difference between the mean score in the post-test 1 and post test 2. The results of the paired samples t-test are presented in Table 5.14, Table 5.15, and Table 5.16.

Table 5.14 Paired Samples Statistics of Post-test 1 and Post-Test 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test2	60,0385	26	11,80248	2,31466
	Post-test1	52,8654	26	14,67553	2,87811

Table 5.15 Paired Samples Correlations of Post-test 1 and Post-Test 2

		N	Correlation	Sig.
Pair 1	Post-test1 & Post-test2	26	,897	,000

Table 5.16 Paired samples Test of Post-Test 1 and Post-Test 2

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test2 – Post-Test1	7,17308	6,64070	1,30235	4,49084	9,85531	5,508	25	,000

According to Table 5.16, the observed probability value was $p = .000$ ($p < .05$), which indicates that the difference between the post-test 1 score and post-test 2 score was significant at a significant level .05 (Hatch & Farhady, 1982; O'Rourke et al., 2005). In this case, the H_0 is rejected and H_1 is accepted. This results show that there is a significant difference between post-test1 and post-test2. Since the mean of the post-test2 is higher than that of the post-test1 (see Figure 5.2). It can be said that there is an improvement in the students' ability due to the implementation of the PGA to teaching writing a hortatory exposition text.

This implies that the students' writing achievements significantly improved after PGA implemented. Then, it also indicates that PGA was effective to help students improve their writing ability. At this stage, the mean score of the post-test 2 had achieved the criteria of success of this study (see section 3.6).

5.3.4 Analysis of Students' Text

Six texts gained from post-test 2 were analyzed. The texts were analyzed to find out the development of students' quality in writing text after the teaching program conducted. . These analysis could be the qualitative evidence to support the results of the tests.

3.3.4.1 Low achievers

The first text to be analyzed is S1's text. The text (See Appendix 21) was written in ten paragraphs. In term of schematic structure, S1 was able to write a hortatory

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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exposition text well. S1 had included the thesis, arguments and recommendation. In addition, there was an improvement in which S1 could write in 760 words above the minimum number of words (500 words). Though there were still mistakes in spelling, but it showed that S1 could improve her writing skill in exploring the ideas.

In term of linguistic features, she has applied some linguistic features of hortatory text, such as the use of human participants (teacher) and non-human participants (National Exam), present tense (do you still remember?), mental process (believe), material process (make), relational process (is, are), passive voice (can be used), modality (must), experts (rule on 2006 number 19) and some conjunctions (firstly, and, or). Finally, S1 could improve her writing as she could put the expertise in her text, and she also was able to apply some linguistic like passive voice in her text.

Unfortunately, S1 still has some difficulties in writing a text as she made some grammatical mistakes. It was found that S1 wrote a text with great difficulty as she made some grammatical mistakes. For example, she made mistake in using present tense “the government make [makes] rule”, and plural “four subject[s] in every area”. Then, she also misspelled some words as she never used those words before, such as risult [result], and metode [method]. However, she showed her improvement as she could write with varieties of words.

Then in terms of social function, this text has achieved the social function of the hortatory text. The writer talked that the teachers should support the national exam and help students so they could pass the exam. Certainly, S1 also showed her understanding of hortatory exposition text since focused on one topic.

The second text to be analyzed is S2’s text. The text (see Appendix 22) was written in nine paragraphs. Analyzing from schematic structure, S2 showed that she had understood about the text as she could write thesis, arguments, and recommendation. Then, she was also able to explore her ideas as she could write a text in 579 words.

In term of linguistic features, S2 has applied some linguistic features of hortatory exposition text, such as the use of human participant (students) and non-

human participant (national examination), modality (should), material process (minimize), simple present tense (there are some problems), relational process (is, are), passive (has been done), and conjunction (first, and, or, because, but). Although there was an improvement, S2 seemed still had problem in using verbs in passive voice and plural or singular. For example, “government policy has been decide [decided]”, and “there are some problem[s]”. She also had problem in spelling some words, such as comfuse [confuse], are [area], and Englis [English]

Then in term of social function, it is similar to S1’s text; this text also has achieved the social function of the hortatory exposition text. The writer stated that the government should consider the weaknesses of national examination before conducting the examination.

Overall, from the result of Post-test 2, Group 1 writers had shown their improvement in writing a hortatory text. They could explore their ideas, since they could write above the minimum number of words (500 words). Then, they also could minimize their grammatical errors better than from the post-test 1.

3.3.4.2 Middle Achievers

The third text to be analyzed is S3’s text from middle achievers. The text (See Appendix 23) was written in seven paragraphs. In terms of schematic structures, S3 wrote a hortatory text successfully as she had included write the thesis, arguments, and recommendation. Then, she showed her improvement in exploring ideas, since she could write a text in 650 words.

In terms of linguistic features, S3 was also success in writing a text with some linguistic features fulfilled in her text. There were human participant (students), non-human participant (national examination), material process (use), passive voice (is used), modality (should), present tense (the national examination consists), conjunctions (and, or, first, second, third), mental process (think), and relational process (are, is). In addition, she showed her understanding in writing a hortatory text as she could focus on one topic. Moreover, she was success in writing. There were only two mistakes in her text in using present tense like “the national examination itself consist[s]” and “third [is] lack of preparation”.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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Then in term of social function, this text has achieved the social function of the hortatory text. The writer stated that the government should make a better and ideal system for national examination.

The fourth text to be analyzed is S4's text. The text (see Appendix 24) was written in five paragraphs. In term of schematic structures, S4 wrote a text successfully with three elements fulfilled. Then, she also showed her understanding towards the text as she focused on one thing. In addition, she was also able to explore her ideas as she wrote a text in 553 words.

In term of linguistic features, she was success in writing a text with some linguistic features fulfilled in her text. There were relational process (*is*), non-human participant (national examination), human participants (students), material process (proceed), passive voice (should be abolished), conjunction (first, second, and, or, because, in other hand), modality (should), and present tense (this happens almost every year). However, she still had problem in singular plural, such as "the subject[s] are irrelevant" and "there are several reason[s]". Indeed, she could minimize her mistakes from post-test1

Then in term of social function, this text also has achieved the social function of the hortatory exposition. Through the text, the writer stated that national examination should be reviewed. In addition, she showed her improvement as she can minimize the mistakes in her text.

Overall, the post-test 2 result of Group 2 writers had shown their improvement in writing a hortatory text. They could minimize their mistakes to make their text better. Then, they were also able to improve their idea as they were able to write above minimum number of words (500). Then lastly, they were able to apply some linguistic features such as passive voice and present tense better than before.

3.3.4.3 High Achievers

The fifth text to be analyzed is S5's text. The text (see Appendix 25) was written in six paragraphs. In term of schematic structures, this text has met the schematic structures of a hortatory text. S5 wrote thesis, arguments and recommendation in

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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this text. In addition, S5 also showed her improvement in exploring ideas as she could write a text in 645 words.

In term of linguistic features, she was success in writing a text with linguistic features fulfilled in her text. There were non-human participant (coloring culture, national examination), human participant (students), relational process (is, are), conjunctions (first, second, because, and, or, so, not only, but also), passive voice (it can be happened), present tense (people usually study), modality (should), material process (study), and mental process (think, believe). Then, she also focused on one topic in which she wrote about the effect of coloring culture for students. Moreover, she was success in writing a text as she did not make any mistakes in her writing.

Then, in term of social function, this text also has achieved the social function of the hortatory exposition. Through the text, the writer stated that the teacher should suggest the students to avoid coloring culture after passing the national examination since it had many negative effects.

The sixth text to be analyzed is S6's text. The text (see Appendix 26) was written in six paragraphs. In term of schematic structures, it is found that this text has included the schematic structures of a hortatory exposition text. Then, S6 was also able to explore her ideas as she wrote her text in 592 words.

In terms of linguistic features, she showed her understanding in writing a hortatory text as she was success in writing with linguistic features fulfilled in her text. There were human participants (students), non-human participants (national examination), experts (Amka, Department of Education), present tense (students in urban area have a lot of), mental process (think, believe), conjunctions (but, because, and, or, besides, not only, but also), relational process (are, is), passive voice (in that area should be delayed), material process (use), and modality (should). Then, her text was also focused on one topic. Moreover, she was also successful in writing the text. She only had one mistake as she misspell *comfare* [compare].

The last, in term of social function, this text has achieved the social function of the hortatory text. Through the text, the writer suggested that the government should stop the national examination for schools in remote area.

Overall, the writing characteristics of the students in group 3 showed that they have knowledge about a hortatory exposition text. They also have improved their writing as they can minimize their mistakes in grammar better than previous test.

5.3.5 Analysis of Questionnaire

A second questionnaire was distributed after conducting the post-test 2. It is aimed to elicit the students' attitudes towards writing, teaching writing, and the implementation of PGA in the teaching of hortatory exposition text (Oskamp & Schultz, 2005). Then, it is also aimed to compare the students' attitude from cycle 1 and cycle 2.

The students' responses were coded and keyed into the SPSS program 23.0 for statistical analysis. Then, the score gained from the questionnaire responses were place on continue order ranging from 26 (minimum score) to 130 (maximum score). The midpoint is 65. The higher the attitude score is more positive the students' attitude. From Table 5.17 below, it can be seen that the mean score is 114.74 (88.26%). It shows that the scores of all statements fall above the middle point (65). It suggests that the students have positive attitude towards the implementation of PGA.

Table 5.17 The Result of the Five-Point Likert-Scale Questionnaire 2

Analysis

NO	TOTAL	%	NO	TOTAL	%
1-A	107	82,31	19-B	113	86,92
2-B	124	95,38	20-C	111	85,38
3-C	112	86,15	21-A	115	88,46
4-A	119	91,54	22-C	119	91,54
5-B	117	90,00	23-A	114	87,69
6-C	112	86,15	24-B	114	87,69

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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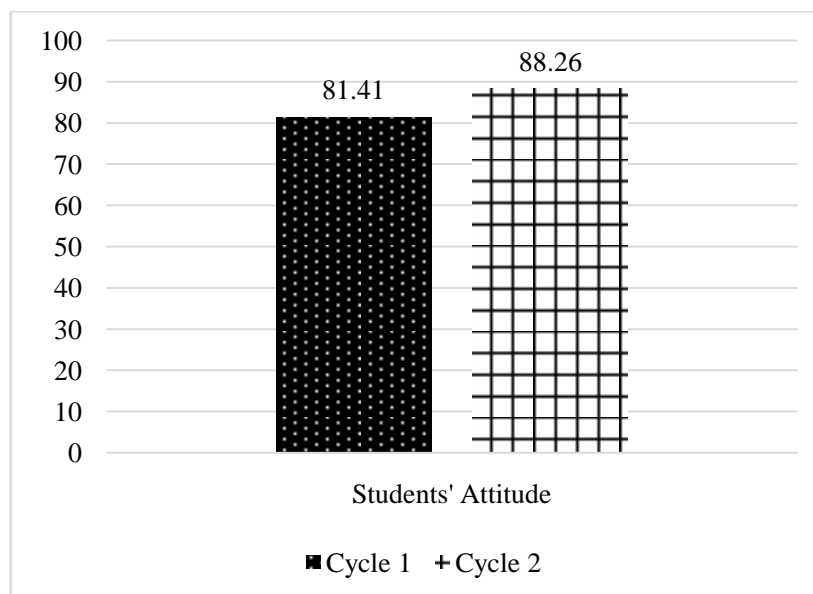
7-A	114	87,69	25-C	111	85,38
8-B	119	91,54	26-A	108	83,08
9-C	120	92,31	27-C	115	88,46
10-A	116	89,23	28-A	110	84,62
11-B	119	91,54	29-B	112	86,15
12-C	118	90,77	30-C	117	90,00
13-A	105	80,77	31-A	114	87,69
14-B	113	86,92	32-A	109	83,85
15-C	113	86,92	33-B	120	92,31
16-A	113	86,92	34-C	124	95,38
17-C	116	89,23	35-C	125	96,15
18-A	108	83,08			
TOTAL				4016	
				114,74	88,26%

Table 5.17 above shows that the mean score is 114.74 (88.26%). This results show an improvement of 6.85 points (4%) from the Cycle one, 105.83 (81.41%) (See section 5.2.5). Based on the results, it was found that the students gave the highest average score on statement 35, the score of which is 125 (96.15%). The students agree that writing the final draft gave them chance to make their writing better. This statement is supported by the importance of teacher's feedback (95.38%) and peer's feedback (92.31%).

Then, the students gave the minimum average score on statement 13, the score of which is 105 (80.77%). The statement 13 (*I am happy doing planning with my group*) shows that affectively, a few students uncertain whether they were happy or not in doing planning with their group. However, they still do their best to plan their ideas (86.92%). Then, they also knew that this activity could help them in limiting the topic they were going to write (86.92%).

In conclusion, the results show that the students have positive attitudes towards writing, teaching writing and the implementation of PGA. Then, it also indicates that some modifications in teaching-learning process in the cycle 2 influence the students' attitude positively. The improvement of students' attitude can be seen in Figure 5.3.

Figure 5.3 The Improvement of Students' Attitude



Below are the description of the questionnaire data based on the three themes; writing, teaching writing and the implementation of PGA.

5.3.5.1 The Students' Attitude towards Writing

The responses regarding the students' attitude towards the writing show that the mean score is 114.33 (82.82%). The maximum score is statement two with 124 points (95.38%) and the minimum score is statement one with 107 points (82.31%). These results indicate an improvement of 6.66 points (5.12%) from the previous questionnaire (See Section 5.2.5.1).

The students showed that they have positive attitude towards writing as they do their best to come to writing class (statement two). Then, they have already began to like writing, as this statement improves from 14 points (10.77%) from 93 points to 107 points. Then, it can be inferred that they do not only like writing but also do their best to come to writing class due to the importance of writing skill for them. The results of students' attitude towards writing can be seen in Table 5.18.

Table 5.18 The Students' Attitude towards Writing

NO	TOTAL	%
1-A	107	82,31
2-B	124	95,38
3-C	112	86,15
TOTAL	343	
	114.33	87.95%

5.3.5.2 The Students' Attitude towards Teaching Writing

The responses regarding students' attitude towards teaching writing show that the mean score is 116 (89.23%). The maximum score is 119 points with 91.54% (statement four) and the minimum score is 112 points with 86.15% (statement six). These results improve 15.67 points (12.05%) from previous results (see section 5.2.5.2). The student agree that they were happy learning writing in this class (S4). This is supported by statement five (90%) that they would join this class again and statement six (86.15%) that learning writing in this class could improve their writing skill. The results of the students' attitude towards teaching writing can be seen in Table 5.19.

Table 5.19 The Students' Attitude towards Teaching Writing

NO	TOTAL	%
4-A	119	91,54
5-B	117	90,00
6-C	112	86,15
TOTAL	348	
	116	89.23%

5.3.5.3 The Students' Attitude towards the Implementation of PGA

The responses regarding the students' attitude towards the implementation of PGA show that the mean score is 114.55 points (88.12%). The results improve 8.34 points (6.42%) from previous results (see section 5.2.5.3) . The maximum

score is 125 points with 96.15% (statement 35) and the minimum score is 105 points with 80.77% (statement 13).

Based on the questionnaire, the students still agree that writing the final draft gave them chance to make their writing better (Statement 35). This statement is supported by the importance of teacher's feedback (95.38%) and peer's feedback (92.31%). Then, their attitude towards peer feedback to other group (Statement 18) improved from 66.15% to 83.08%. Overall, the students' attitude towards the PGA improved compared to the questionnaire result in cycle 1; BkoF (85.90% to 90.51%), MoT (79.49% to 90.51%), JCoT (79.31% to 86.62%) and ICoT (83.08% to 88.34%). Then, it can be concluded that the students gave positive attitude towards the implementation of PGA to teaching a hortatory exposition text. The results of the students' attitude towards the implementation of PGA can be seen in Table 5.20.

Table 5.20 The Students' Attitude towards the Implementation of PGA

NO	TOTAL	%	NO	TOTAL	%
BKOF (117.67 with 90.51%)			ICOT (114.85 with 88.34%)		
7-A	114	87,69	23-A	114	87,69
8-B	119	91,54	24-B	114	87,69
9-C	120	92,31	25-C	111	85,38
MOT (117.67 with 90.51%)			26-A	108	83,08
10-A	116	89,23	27-C	115	88,46
11-B	119	91,54	28-A	110	84,62
12-C	118	90,77	29-B	112	86,15
JCOT (112.6 with 86.62%)			30-C	117	90,00
13-A	105	80,77	31-A	114	87,69
14-B	113	86,92	32-A	109	83,85
15-C	113	86,92	33-B	120	92,31
16-A	113	86,92	34-C	124	95,38
17-C	116	89,23	35-C	125	96,15
18-A	108	83,08			
19-B	113	86,92			
20-C	111	85,38			
21-A	115	88,46			
22-C	119	91,54			
TOTAL				3322	

NO	TOTAL	%	NO	TOTAL	%
				114.55	88.12%

5.3.6 Focus Group Interview Analysis

The focus group interview was conducted after the post-test². As mentioned in Chapter III, the data from interview are used to clarify those data from classroom observation and questionnaire. Six students from the three categories were interviewed consecutively about their responses to semi structured questions asked by the researcher.

The researcher transcribed the result of interview. The transcript were then condensed into briefer statement in which the main sense of what is said is being paraphrase into a few words (Kvale, 1996). Then, the researcher coded the initial of the students: S1, and S2 for students in the low achievers; S3, S4 for students in the middle achievers; and S5, and S6 for students in the high achievers.

The focus group interview data provided two important results. First, the results dealt with the implementation of PGA in teaching a hortatory exposition text. Second, the results dealt with the students' attitude towards the implementation of PGA in teaching a hortatory exposition text. The results of focus group interview would be described in Section 5.3.6.1 and 5.3.6.2

3.3.6.1 The Implementation of PGA in Teaching Hortatory Exposition Texts

Before asking the students about the implementation of PGA, the researcher asked the students whether they like writing before the PGA implemented. Of the six students interviewed, 4 students stated that they did not like writing because writing is difficult and it needed a lot of linguistic knowledge such as grammar, tense, and structure. The students' response to this question suggests that writing actually difficult skill for the students (see Section 2.1.3).

Responding to the second question about teaching English, all students said that their English teacher never taught them the structure of the text. S1 said that the teacher always asked them to write, but never checked their text. So, they

did not know if their text was correct or not. This answer indicates that the potential of introducing PGA for teaching hortatory text in this particular context (Badger & White, 2000; Yan, 2005; Yin and Yan, 2004)

Then, they were asked about the implementation of PGA in teaching hortatory text. All of the students said that they agreed that the PGA was useful to them and could help them improving their writing skill. Most of students said that through activities implemented by the teacher in the class, they could produce better texts as indicated in the improvement of their scores.

(S1) my writing ability has improved after learning with you.

(S4) I could write well as I know how to write the linguistic knowledge in my text.

(S6) I think, I did not need any rules in writing as long as I could write in good grammar, but in this class I learned that not only good grammar that is needed in writing but also others aspects such as social function and the structure of the text to write a better text.

The PGA regards writing as a process that involves knowledge about language, knowledge of the context in which writing happens and the purpose for writing as in genre approach, and skill in using language as in process approach (Badger & White, 2000). Moreover, it is said that this approach can develop their awareness of different text types and of composing process (Yan, 2005). Below are some examples from students' response to a question that asked them what they had learned during the process of producing a hortatory text in teaching-learning process.

(S1) planning, brainstorming, mind mapping, and out lining as the basic things to do to write a better text.

(S2) choosing good topic, analyzing model text, drafting, and text structures. And I learned a lot vocabularies.

(S4) analyzing text, giving feedback, grammar, I learned a lot how to write a good text, structures and how to make a good paragraph.

(S6) I learned how to write a good text, including what text should i produce, and I also learned that writing also need process.

The students explicitly mentioned the planning included brainstorming, mind mapping, and outlining; drafting, and giving feedback. Then, they also learned the texts structures, grammar, and analyzing a text. those are related to all

stages of PGA that combined two approaches (process approach and GBA) (Badger & White, 2000; Palpanadan, Salam, & Ismail, 2014; Yan, 2005).

Afterwards, they were asked about what they had learned during the teaching program, all students stated that they got a lot of important things that help them improving their writing skills. This can be seen from the excerpt below.

(S1) before taught writing by you, I think I will not be able to write because it is so difficult for me. But, after learning with you, I feel that now I can write a text well, although it needs a lot of process and knowledge of grammar.

(S2) I can learn how to write a hortatory text better. I learned the process of writing and how the good text is.

(S3) (S4) overall, I know that my writing skill improves after being taught by you.

(S5) (S6) now, I know that feedback is really important and writing is a process to produce a good text. I learned a lot how to write a good text.

Based on the answers above, it can be concluded that the implementation of PGA to teaching a hortatory text was useful because students' writing ability had improved after learning writing through PGA. Besides that, they also felt more confidence in writing. The students felt satisfied with their results after teaching program. Moreover, they had known that in writing, they also need focus on the end product, not only their progress in the writing (Yanghee & Jiyoung, 2005). The results from the interview indicated that the students' writing skill improve after the implementation of PGA.

3.3.6.2 The Students' Attitude towards the Implementation of PGA

The implementation of PGA to teaching a hortatory exposition text had influenced to the students' writing ability. In line with the result of questionnaire, the interview data also showed that the students have positive attitude towards the implementation of PGA. It can be seen when they were asked how they felt about the teaching program. There are three aspects that can be gained from the interview i.e. writing, teaching writing, and the implementation of PGA.

Concerning to the writing, all students said that they are more interest in writing after being taught using PGA. for examples:

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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(S1) I did not like writing. However, after being taught by you, I became like writing.

(S4) Before, writing is difficult for me and make me stress. Now, writing is interesting and challenging.

These comments above indicate that the students gave positive attitude towards writing (Oskamp & Schultz, 2005).

In terms of teaching writing, the students stated that they were satisfied with teaching-learning during teaching program. For examples:

(S1) I enjoy learning writing in this class.

(S3) I liked the teaching program because my writing ability is improved.

(S6) I am happy with the teaching program since I learned a lot about what the good text is

These comments above indicate that the students gave positive attitude towards teaching writing program (Oskamp & Schultz, 2005).

With regard to the implementation of PGA, all students were satisfied with the PGA approach which can help them improving their writing skill. For example:

(S2) I think PGA is a good method since I not only learn process of writing but also I learn what good text is. I could write more confident.

(S3) I liked PGA because my writing ability is improved and we learned that writing is not only about product but also about process.

(S6) I am happy with PGA since I learned a lot about what the good text is, and also I learned about process of writing. It makes my writing become better.

These comments above indicate that the students gave positive attitude towards the implementation of PGA (Oskamp & Schultz, 2005).

The results of interview data above indicate that the students gave appreciation of the necessity of the implementation of PGA to teaching writing as proposed by (Badger & White, 2000; Mujiono, 2014; Pujiyanto, Emilia, & Sudarsono, 2014; Yan, 2005; Yanghee & Jiyoun, 2005). Therefore, the students' general response to PGA was positive. These findings confirm the findings from (Yanghee & Jiyoun, 2005) and (Pujiyanto, Emilia, & Sudarsono, 2014) which

show that the students' attitude towards writing is more positive after the implementation of PGA.

5.3.7 Reflection of Cycle 2

After the completion of the second cycle of this study, the teacher and the classroom teacher discussed and reflected what have been done during this cycle (Koshy, 2005; Mills, 2007; and Burns, 2010). The reflection was carried out by considering the observation checklist, the observation notes, and the analysis of students' scores, the analysis of students' texts, the analysis of questionnaire and the focus group interview.

There are four main results from the second cycle. First, the teaching practice were more systematic and focused on the lesson plans. All the stages in each meeting could be implemented well as proposed by Pujiyanto, Emilia, & Sudarsono (2014). It can be concluded that the teacher did the teaching program better than the first cycle. The students were more active and could be controlled well. They, they also paid attention to the teacher.

Second, it was agreed that the results of post-test 2 was increased from 52.86 to 60.03 (See Figure 5.2). The result of the mean score in post-test 2 had met the first criterion of success (See Section 3.6). Indeed, the students' improvement had satisfied the teacher and the classroom teacher.

Third, the result of the students' text analysis showed that they had good controlled in writing. They had got controlled of the schematic structures and linguistic features of hortatory text. then, they also could minimize the mistakes in writing process. This achievement was obtained by implementing all PGA stages and repetition in writing practice in the JCoT and the ICoT. Moreover, through PGA the students could improve their writing skills.

Fourth, the results of the questionnaire showed that they had positive attitudes towards the implementation of PGA. The result of the mean score is 114.47 (88.26%). It was improved from 105.83 (81.41%). Then, it was also supported by the interview data who stated that all students have positive attitude

towards the implementation of PGA as they were satisfied learning writing using the PGA.

Considering all the results above, it seemed that all of the criterion of success for this study had been achieved (See section 3.6). Then, the teacher and the classroom teacher decided to discontinue the action to the next cycle.

3.4 Discussions

This section presents a discussion of the findings in this study. The discussion is presented according to the order of the research problems. Below are the description about how the PGA is implemented in the research site, the improvement of the students' ability in writing a hortatory exposition text, and the students' attitude towards the implementation of PGA to teaching writing a hortatory exposition text.

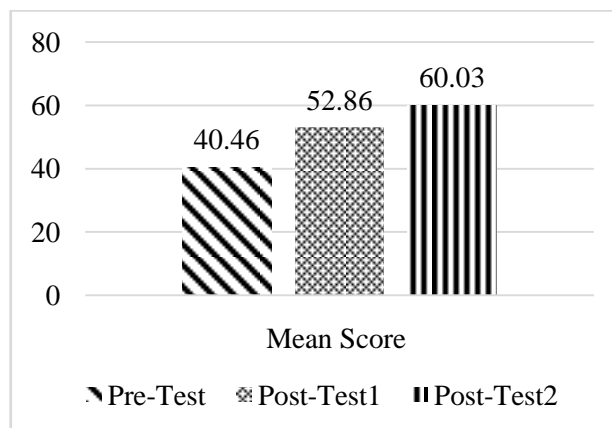
5.4.1 The Improvement of the Students' Ability in Writing Hortatory Exposition Texts

The present study investigates how the PGA can help improve students' ability in writing hortatory exposition texts. In this study, the PGA is conducted in two cycles for one semester. During teaching-learning process, data from students' tests (pre-test and post-test) and students' texts were taken to answer the research problem. The results show that there is an improvement of the students' ability in writing hortatory exposition texts due to the PGA. The improvement can be seen from two aspects i.e. students' scores and students' quality texts.

With regard to the improvement of students' scores, the data from students' tests are analyzed. The results showed that there is an improvement of students' scores. The improvement can be seen from the pre-test to post-test 2. The scores improve 19.57 points from pre-test to post-test 2. Then, this improvement also achieved the first and second of the criteria of success of the study. It indicates that the PGA proved effective to improve students' ability. This improvement could be gained by implementing PGA ((Badger & White, 2000; Lestiyani Sunarto, 2017

Pujianto, Emilia, & Sudarsono, 2014) and also the explicit teaching (Emilia, 2008; Gibbons, 2002). Through PGA, the students do not only learn about the process of writing, but also they learn how to produce a good text. Then, the students also understand about the grammar and can apply it in their writing because the teacher teaches the grammar explicitly. The improvement of Mean score of the students' tests can be seen in Figure 5.4.

Figure 5.4 The Improvement of Mean Scores of Students' Texts



With regard to the improvement of the students' quality text, the students' texts are analyzed. The results of the analysis of students' texts show many improvements of the students' ability in writing a hortatory exposition text. The results indicate that the students had good control of the schematic structures in writing a hortatory text. It had helped students to achieve the social function of the text. Then, the students' texts had shown the appropriate elements of a hortatory text (Emilia, 2008; Gerot & Wignell, 1994; Knapp & Watkinns, 2005). Moreover, the analysis of linguistic features revealed that the writers from low achievers up to high achievers had applied most of the linguistic features in hortatory exposition text successfully.

The PGA is proved to be effective in improving students' ability in writing a hortatory exposition text. The students were also able to produce a good text. Therefore, the PGA is considered a good teaching approach to teach writing. These results also confirmed findings from the studies of and Yanghee and

Jiyoung (2005) and Pujianto, Emilia, and Sudarsono (2014) which showed that the PGA is an effective approach to teaching writing.

The PGA is considered a good teaching approach to teach writing. This approach can help the students improving their writing skill, as indicated in the improvement of students' scores. The students also showed their progress during writing process, as indicated in the improvement of their texts from pre-test to post-test 2. After the PGA is implemented, the students do not only concern about producing a good text but also concern about the process of their writing.

5.4.2 The implementation of PGA to Teaching Writing Hortatory Exposition Texts

The present study investigates how the PGA is implemented in the research site as the way to overcome the students' learning problems. The implementation of PGA is carried out in two cycles for fourteen meetings. Each cycle is conducted in seven meetings, six meetings for teaching-learning process and one meeting for evaluation test. The PGA model proposed by Pujianto, Emilia & Sudarsono (2014) is the one generally implemented in this cycle. This model is generally GBA which incorporates with process approach. It is chosen since this model is suitable for Indonesian students who used to teach writing through GBA. Hence, the stages of teaching-learning using PGA is used stages of GBA.

First stage of PGA is BKoF. This stage aims to build students' background knowledge about the topic that they write. In the teaching-learning process, the students are introduced to the topic "technology has changed social interaction" in the first cycle and "education" in the second cycle. Both are chosen since the students are familiar with the topics. As the results, they were active in discussion and give full contribution during teaching-learning process. However, time allocation for this stage (40 minutes) is not enough, there were some matters that cannot be finished due to the limited time, so it is decided that in the second cycle the BKoF stage is conducted in one meeting (100 minutes). It is found that the topic chosen for students influence their critical thinking so it is better if the teacher choose the topic which is familiar to the students.

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS

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Second stage of PGA is MoT. MoT stage aims to give students in-depth information about the text-type, the structure of the text, the linguistic features and social function. In this stage, the teacher explicitly teaches about grammar that usually used in a hortatory exposition text, i.e. present tense and passive voice; the structure of the text i.e. thesis, arguments, recommendation; and social function. Before teaching-learning process, the grammatical mistakes were found in the students' texts, and the students could not identify the text-type. As the results of explicitly teaching, the students could identify the text type and they could minimize their grammatical mistakes.

Third stage of PGA is JCoT. JCoT stage aims to encourage students to use their knowledge in BKoF and MoT stage through collaboratively produce a text with their friends. In the first cycle, the students was asked to make group of 4 members. However, it is found that low achievers could not express their ideas if they are in large group. Therefore, in the second cycle, the students are asked to produce a text in pairs (2 member). As a result, low achievers could express their ideas in writing and the teacher also could monitor their progress.

Fourth stage of PGA is ICoT. ICoT stage aims to encourage students to be able to produce a text individually. In this stage, the students are asked to write a text with specific topic. It is found that the students could express their ideas as they could write above minimum number of words (500 words), and they also could control their text as they could write text with elements of genre fulfilled. Then, the teacher's role is also important, during this stage the teacher controll each student and help them if they need some advice.

The implementation of PGA is proved to be effective to improve students' writing ability. It is because this approach do not only focus on the process of writing, but also the product of writing. Teaching the elements of the text such as structure, linguistic features and social function to the students is proved help the students to understand the good text and can help them to write well.

In addition, this study is also proved that PGA is effective and can help to improve students' writing ability. It is supported by the results of the post-test 2

(60.03) that had surpassed the mean score (56). Then, the students were more active than the first cycle during teaching-learning process. The last, the students were satisfied about the learning process as indicated in the improvement of students' questionnaire from 81.41% to 88.26% and students' interview which stated that all students felt that the PGA could help them improveing their writing ability.

5.4.3 The Students' Attitudes towards the Implementation of the PGA to Teaching Writing a Hortatory Exposition Text

This study also investigates the students' attitude towards the implementation of PGA. The teacher observe the students during teaching-learning process. The teacher also distributed the questionnaire to the students to know their responses to PGA. Besides that, the teacher interviewed some chosen students to know deep about their response to PGA. The results show that the students gave positive attitude towards three aspects i.e. writing, teaching writing program, and the PGA.

The students show that they like writing. The result from the questionnaire show that the students scored 82.82% towards writing. It is confirmed by interview data which show that the students like writing after the teaching program.

(S3) actually, I did not like writing because it is so difficult for me. After I learn with you, I like writing. Writing is challenging and become very important for me.

Besides that, the students have good motivation in writing since they show their progress in every meetings during teaching-learning.

The students also show their positive attitude towards teaching writing program. Data from questionnaire which show that the students scored 89.23%. it is supported by interview data which show that the students show their teaching writing program.

*(S1) I enjoy learning writing in this class
(S3) I liked the teaching program because my writing ability is improved.
(S6) I am happy with the teaching program since I learned a lot about what the good text is*

Lestiyani Sunarto, 2017

A PROCESS-GENRE APPROACH TO TEACHING WRITING HORTATORY EXPOSITION TEXTS
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It is also confirmed from the observation data which show that they are active during teaching-learning process. They are enthusiastic when the teacher asked them to come forward to present their report.

Then, the students also gave positive attitude towards the PGA. it is supported by questionnaire data. The students scored 88.12% towards PGA. The interview data also show students' positive responses towards PGA as indicate in the excerpt below.

(S1) usually, I learn planning, brainstorming, mind mapping, and out lining as the basic things to do to write a better text. Now, I know that I must pay attention to the grammar and structure too. So, I feel confident of my text now.

(S4) In this semester, I do not only learn about process of writing, but I also learn what the good text is. It makes my writing better.

(S6) I learned how to write a good text, including what text should i produce, and I also learned that writing also need process

These comments can be inferred that the students have a positive attitude towards PGA since they felt benefits of it (Oskamp & Schultz, 2005). The observation data also confirm this finding. The students were active during the teaching-learning process. The low achievers who were passive in the beginning of teaching program showed their full contribution in cycle 2. Then, during JCoT, all students could work cooperatively to produce a good text. Moreover, all students showed their interest and motivation to write a better text during ICoT. They pay attention to the teacher's explanation and give gull contribution in every meeting.

In conclusion, the findings reveal that the students have positive attitude towards writing, teaching writing, and the implementation of PGA to teaching writing a hortatory exposition text. The results of the interview found that most of students became more interest and felt the benefit of the PGA after teaching-learning writing using the PGA. Furthermore, the results of classroom observation showed that the students were active during teaching-learning writing. Moreover, the students generally gave positive attitude towards the study since the results of the students' questionnaire are range from medium to high level. The summary of students' responses to the implementation of PGA can be seen in Figure 5.5.

**Figure 5.5 The Summary of Students' Responses to the implementation of
PGA**

