

The Use of Thematic Progression in Writing: Hortatory Exposition Text at Second Grade Students of SMA Negeri 1 Elar

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Abstract

The objective of the research is to find out whether or not the use of Thematic Progression in Writing Hortatory Exposition text can improve the writing skill at the second grade students of SMA Negeri 1 Elar. This research employed pre-experimental method which one class was given pre-test, treatment and post-test. The population of this research was the second grade students of SMA Negeri 1 Elar. The total sample was 20 students and it used purpose sampling technique. The instrument was writing text in order to measure the students' writing skill in learning process by using Thematic Progression Writing Hortatory Exposition text. The result of the data showed that the implementation of Thematic Progression in Writing Exposition text was effective in improving the students' writing skill at SMA Negeri 1 Elar. In other words, the finding indicated that using Thematic Progression in Writing Exposition text technique in teaching writing was able to improve the students' writing skill. Based on the result of the data showed that there was a significant difference between the pre-test mean score (38.25) and post-test mean score (80.65). While the test value was higher than the t-table value ($37.157 > 2.093$) at the level of significant level 0.05 with the degree of freedom was 37. Based on the result of the data analysis, Thematic Progression in Writing Exposition text activity can improve the students' writing skill and it is an effective activity to make the students active in learning writing. It can be concluded that the use of thematic progression in writing hortatory exposition can be improved at SMA Negeri 1 Elar.

Keywords

Thematic Progression, Hortatory Exposition Text

1. Introduction

Learning English is very important and it has become an international language which is used by many communities in the world. English has become the most important language in international communication. In the development technology, English has an important rule for human life. English language is used by many communities in the world as second language. Human beings always need to interact with others to fulfill their needs by using a language. A lan-

guage is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages. We use language to convey our ideas, feelings, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication.

Learning English is very important role in almost all fields of life in the world such as: communication, commerce, economy, politics, education, science and so on.

In Indonesia, English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught teaches in schools in today's Indonesian curriculum. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia. Based on Standard Competence stated in the role of government, Number. 22, 2006, the goal of English teaching and learning in Indonesia is to develop students' discourse competence. Therefore, the students are hoped to increase their mastery in English. The importance of English as the key to the Indonesia communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School. English writing is one of the elements in teaching English at senior high school. Increasing the students' writing mastering English, the teachers have to think how to make students writing mastery English for their own purposes. There are so many approaches, methods, and techniques that can be used by the teacher.

Writing is an activity that the students do in almost every area of their studies. Through writing assignment which is given at school, students can express thoughts, share experiences, tell stories, explain their insights or opinions, and also simply transmit information. In addition, students are also able to suggest or influence the readers to share their point of view. Therefore, students must have good writing skill, so they need to know the way how to write with structured manner in arranging a sentence when they start to write a paragraph. Since many students have mindset that writing is difficult skill, so it is expect in teaching writing, teachers should find out activities which can be conducted in class to help students easier to follow some learning activities especially in writing. Therefore, students will attract in learning and probably being more active in class.

Based on the background above, the researcher is interesting to conduct a research explanation concerning to thematic progression method in writing skills entitled "The use thematic progression in writing hortatory exposition text at the Second Grade of SMA Negeri 1 Elar".

The problem statement of this research is "Does the use of thematic progression improve the students' writing skill at second Grade students of SMANegeri 1 Elar?"

While the objective of the research is to find out whether there the use of thematic progression improves the students' writing skill at second grade student of SMA Negeri 1 Elar.

The result of this research is expected to be useful contribution to improve students writing through this thematic progression which relates to teach writing mastery at students.

To give a meaningful contribution to the students learning process especially in use thematic progression in writing exposition hortatory so they can be more active in classroom. Finally, the result would be very useful for improvement of teaching English writing and the professional of the teacher himself and finally it was hoped to be useful information for other researchers.

The scope of this would focus on hortatory exposition text by using thematic progression to improve the students' writing skill at the second grade students of SMA Negeri 1 Elar.

2. Review of Related Literature

Writing is an important form of communication in day to day. Through writing the writer can express their ideas through written language. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing. Linda (2017) found that "The Use of Thematic Progression in Writing Hortatory Exposition Text" is aimed at finding out the students. The objectives of the study were to investigate thematic progression pattern used and the misuse of theme and theme occurs in students' hortatory exposition text. The result of this research shows that the use of thematic progression pattern in writing hortatory text was effective.

Rusdi Nor (2013) found that Thematic Progression as a model used to keep Cohesion in Writing hortatory Exposition Text. This paper uses two expositions text written by the students as the media to demonstrate the application of thematic progression in keep cohesion of the text.

Based on the researcher finding above, the research concludes that, thematic progression as a course material in improving student writing skill. The research believes that thematic progression related in smart teaching, this method use of the researcher to create an attractive and pleasure study atmosphere in the classroom.

Writing is an important form of communication in day to day. Through writing the writer can express their ideas

through written language. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing. Madkour (2016) stated that Writing is not only one of the main components of language skills, but it also has a unique role as a tool for communication. Writing is a valuable tool for academic and occupational purposes, and has its own status as an independent course in many institutions of higher education. However, the writing process is daunting because it necessitates mastering a variety of skills, including treatment of content, organization of ideas, and application of grammatical rules and rhetorical devices.

According to Salem (2017), the study stated that writing is skill in learning language that must be mastered by everyone especially for the students because writing is final product after learners have studied about listening, speaking and reading. In writing, students applied what they heard speak and read.

As stated by Miranti (2018), writing is one of a way of people to communicate to each other for expressing their thinking and feeling. Writing is a natural act like speaking. Writing needs more efforts then speaking does. Writing needs hard effort to dig and manage the ideas which are from the written mind and pours it into written form effectively so it will be readable before starting to write, the writer needs to remember and think first what the writer is going to read. The writer has to recall all memory related to the topic which is going to be written to get the details. Writing is as one of the four skills that is still a serious problem at school. Get stuck in writing text, even they have no idea in writing a simple text. So teacher needs to give more attention for this phenomenon and train the student by using a good technique.

Hortatory exposition is type of spoken or written text that is intended to explain the listeners or readers that something should and should not happen or be done.

To persuade the readers that something should and should not be the case of be done.

Linda (2017) stated thematic progression is a way to make a good text in term of good cohesion and coherent of text. Thematic progression gives significant contribution to keep cohesion of the text. Jing (2015) stated thematic progression patterns are value in English writing and have the opportunities to apply this knowledge to improve their writing.

The Procedure of Thematic Progression as follows:

1. The researcher divided all students in the class into groups that consist of five groups.
2. The researcher explained about the thematic progression.
3. The researcher explains to the students about hortatory exposition text.
4. The researcher asks the students to the topic.
5. The researcher checks that the students understand vocabulary.
6. The researcher gives the interaction to the students based on the researcher experience.
7. After that, the researcher asks the students feeling about their ideas. Then, the students think of the words to describe how their feeling.
8. The researcher asks the students to stand in front of the class to read what they are describing.

3. Method of the Research

The method of this research is pre-experimental method that consisted of three steps namely pre-test, treatment, post-test. The design of this research is presented as follows:

O1 → X → O2

Where:

O1=Pre-test

X =Treatment

O2=Post-test

(Gay, 2006)

There are two variables in this research namely

- 1) Independent variable and dependent variable.
- 2) Independent variable that is thematic progression and dependent variable is the students' writing skill.

The population of this research was the second grade students of SMANegeri 1 Elar. The second grade consists of two classes namely class XI IPA and class XI IPS. The total number of population is 40 students.

In this research, the researcher use purposive sampling. It means that the researcher chose class IPA as the sample because the students low ability in writing. The total number of sample was 20 students.

The instrument of the research is writing test. It will apply in pre-test and post-test. This test aimed at find out the students' writing skill before and after used thematic progression.

In collecting data, the researcher will be use three steps; they were pre-test, treatment and post-test.

4. Finding and Discussion

This findings of this research deal with the students' scores of pre-test and post-test, the frequency and rate percentage of the students' score, the mean scores and standard deviation of pre-test and post-test, the t-test value, and hypothesis testing.

The result in pre-test showed that 3 students got score 25 is classified as very poor, 5 student got score 30 is classified as very poor, 4 student got 35 as poor, 1 student got score 40 as very poor. 3 student got 45 as very poor, 3 the student got 55 as poor, 1 the student got 60 as poor.

Based on the explanation above, the researcher concluded that the students pretest in English vocabulary was poor.

Rate percentages of the students score in content showed that the result of students' writing in this case content pre-test result, there were 4 of the students who are very good, with score were (27-30) by rate percentages (20%), and there was none student got good with score (23-26) by rate percentages (0%), there were 8 students who got fairly score (20-22) by rate percentages (40%), there were 8 students got poor with score (17-19) by rate percentages (40 %) and there was none student got very poor with score (13-16) by rate percentages (0%).

The result showed that the result of students' writing in pre-test based on the organization in writing component there was none student got very good with score (18-20) by percentage (0%), there was 0 student who got good with score (16-17) by percentages (0%), there was 0 students got fairly with component (12-15) by percentages (0%), there were 7 students' got poor with score (9-11) by percentages (35%) and 13 students got very poor by percentage (65 %). Based on the results above that most the students' were in very poor classification with 10 frequency of students.

The result showed that the result of students the language use component in pre-test there was none student got very good (23-25) and good (20-22) by rate percentage (0%), there was none students got fairly with score (16-19) by percentages (0 %), there were 2 students who got poor with score (9-15) by percentages (10%), there were 18 students who got very poor with score (5-8) by percentages (90%). Based on the results above that most of the students were in very poor classification with 18 frequency of students

The result showed that the students' vocabulary component writing in pre-test, there was none students who got very good with score (18-20) by rate percentage (0%), there was none students who got good with score (16-17) by rate percentages (0%), there were 3 students got fairly with score (12-15) by rate percentages (15%), there were 6 students got poor with score (9-11) by rate percentages (30%), there were 11 student who got very poor with score (5-8) by percentages (55%).

The result showed that the result of students about the mechanic component writing in pre-test, there were 5 students who got very good with score (5) by rate percentage (25%), there was no student who got good with score (4) by rate percentages (5%), there were 5 students got fairly with score (3) by rate percentages (25%), there were 7 students got poor with score (2) by rate percentages (35%), there were 2 student who got very poor with score (1) by percentages (10%).

The result showed that the result of students' writing in this case content post-test result there were 13 of the students who god very good, with score were (27-30) by rate percentages (65%), and there were 5 students got good with score (23-26) by rate percentages (25%), there were 2 students who got fairly score (20-22) by rate percentages (10%), there were none students got poor with score (17-19) and none students got very poor with score (13-16) by rate percentages (0%).

The result showed that the result of students' writing in post-test based on the organization in writing component, there were 3 students got very good with score (18-20) by percentage (15%), there were 1 student who got good with score (16-17) by percentages (5%), there were 14 students got fairly with component (12-15) by percentages (70%) there was 2 students' got poor with score (9-11) by percentages (10%) and none of students' got very poor by percentage (0%). Based on the results above that most students got in fairly classification with 14 frequency of students. It means the Sedona method can improve students' skill in writing descriptive text on organization case.

The result showed that the result of students' writing in this case language use component in post-test, there were 0 student got very good (23-25) by rate percentages (0%) and there were none student got good (20-22) by rate percentage (0%), there were none students got fairly with score (16-19) by percentages (0%) there was 20 students who got poor with score (9-15) by percentages (100%) there none students who got very poor with score (5-8) by percentage (0%). Based on the results above that most students got good classification with 20 frequency of students. It means the thematic progression can improve students' skill in writing hortatory exposition text on language use case.

The result showed that the result of students the vocabulary component writing in post-test, there were 8 students who got very good with score (18-20) by rate percentage (40%) there were none students who got good with score (16-17) by rate percentages (0%) there were 12 students got fairly with score (12-15) by rate percentages (60%) there

was none students got poor with score (9-11) by rate percentages (0%) there was none student who got very poor with score (5-8) by percentages (0%). Based on the table above that most students got fairly classification with 12 frequency of students.

The result showed that the result of students the mechanic component writing in post-test, there were none students who got very good with score (5) by rate percentage (0%), there were none students who got good with score (4) by rate percentages (0%), there were 3 students got fairly with score (3) by rate percentages (15%), there was 12 students got poor with score (2) by rate percentages (60 %), there were 5 students who got very poor with score (1) by percentages (25%). Based on the results above that most of the students were in fairly and poor classification with 6 frequency of students. Based on the results above that most students got poor classification with 10 frequency of students. It means the thematic progression can improve students' skill in writing descriptive text on mechanic case.

The result shows the mean score of students' writing achievement of content in pre-test is 13.35, which categorized as a fairly classification which the mean score post-test is 27.70 than it was qualified as a good classification. Then, the standard deviation in pre-test is 4.356 and in post-test is 3.672. It also shows respectively the minimum score in pre-test was 9 and in post-test was 22 and maximum score in pre-test was 25 and post-test was 25 and sum in pre-test and post-test was 267 and 554. Based on the explanation above, the researcher concluded that there was an improvement on students writing after giving the treatment.

The result shows the mean score of students' writing achievement of organization in pre-test is 7.30 which categorized as fairly classification which the mean score post-test is 15.20 than it is qualified as a good classification. Then the standard deviation in pre-test is 2.364 and in post-test is 2.587. It also shows respectively the minimum score in pre-test was 4 and in post-test was 10 and maximum score in pre-test was 10 and post-test was 20 and sum in pre-test and post-test was 146 and 304. Based on the explanation above, the researcher concluded that there was an improvement on students writing after giving the treatment.

5. Conclusion and Suggestion

This chapter consists of the conclusion and suggestion according to the findings and discussion of the data analysis.

Based on the result of data analysis and findings in the previous chapter, the researcher formulated the conclusion as follow:

Thematic progression is as one of the teaching techniques in teaching writing. The researcher findings were taken from the students through treatment. Pre-test and Post-test were the instrument use to find out the students' achievement.

Comparing the total mean score of the students in Pre-test and Post-test, it can be concluded the total mean score of students' post-test was higher than pre-test. It means the use of thematic progression could help the students to improve the students' writing skill that convert to content, organization, language use, vocabulary, and mechanic.

In this part, the researcher concludes that the results of this research that have been done at SMA Negeri 1 Elar and the population of the research were the second grade students of SMA Negeri 1 Elar. There are significant differences between the results of Pre-test and Post-test which indicates that using thematic progression in teaching writing helps students to improve their writing.

Considering the conclusion above, the researcher would be like to suggest to researcher that thematic progression should be applied in teaching especially in writing hortatory exposition text. The researcher also suggested should design the various technique or method in teaching learning process so that the atmosphere in classroom more interesting and enjoyable. The researcher should give more guidance and motivation to the students in learning English.

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