

TEACHING WRITING ANALYTICAL EXPOSITION TEXT TO SENIOR HIGH SCHOOL STUDENTS BY USING LOTTERY GAME

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ABSTRACT

Nowadays teaching system has been growing, due to growing needs of quality education. Teaching writing in Senior High School still has many problems, especially in the learning method. Many teachers have not found good media or strategies in learning process yet. This has an impact in learning process, the inability of students to understand the learning materials, and ultimately students will assume the materials are not interesting. This paper discusses the using of game in the form of lottery as a media or strategy in teaching writing of analytical exposition. The advantage of using this method is to give students an example of analytical exposition and to build a framework of thinking in making an analytical exposition text. This strategy involves students actively, interesting and easy to understand, so students will not be boring in teaching writing. In implementing the use of lottery game in teaching writing analytical exposition text, the teacher should follows three phases. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity.

Keyword: teaching writing, analytical exposition text, lottery game

INTRODUCTION

English as an international language is by people in amount of countries around the world. Ramelan (1992:2) states that English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields,

for example: in tourism, business, sciences and technology, etc.

In Indonesia, English is taught as a foreign language. Lestari (2003:211) states that English has been a compulsory subject at Junior High School, Senior High School, until Universities. The students are required to possess English skills in

order to be able to communicate with people from other countries. In more specific, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing.

Among those basic language skills, writing is a kind of written communication that aims at making students able to use English in written form. Glazier (1987:208) states that writing is good for us because it can make us express our idea, feeling, emotion and opinion the written form of sentence, paragraph and composition or essay. The activity offered must be aimed to enable and to motivate them to use this language more often.

According Kroll (1996:20), writing is the most difficult skill for the students if lack vocabulary, lack grammatical mastery and lack of the language.

In teaching writing, a teacher integrates it with other skills namely; listening, speaking, and reading. Based on the current curriculum (curriculum 2013), the teaching of writing is done through genres of different kinds of text that the

students learn at senior high school. In learning writing, there are such texts as many types of text that must be mastered. According to Gerrot and Wignel (1994:194), there are report, narrative, spoof, analytical exposition, hortatory exposition, discussion, explanation, procedure, review, description, recount, news item and anecdote.

Among the texts, some of them have taught since junior high school based on school's curriculum. According Depdiknas (2004) analytical exposition text is should learn in Senior High School. Gerrot and Wignell (1994:198) said that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case. The generic structures of analytical exposition text are thesis, arguments and re-iteration and language feature (focus on generic human and non-human participant, use of simple present tense, use of external temporal conjunction, reasoning through causal conjunction). It means that students should write more than one paragraph.

Based on informal interview between the writer with Rosehana Ariza an English teacher at SMA N IV Koto Aur Malintang, the writer got information that many students got difficulties in writing the generic structures (thesis, arguments and re-iteration), and language features (use of simple present tense, use of external temporal conjunction, reasoning through causal conjunction) of analytical exposition text. It was proved by the students' grade. Not all of the students got a good mark.

As a teacher, we should know kinds of media that can be implemented in teaching English especially for writing exercise. The media should be interesting for students. Media are communication tools used in learning process in order to send message from teacher to the students to follow the learning process. There are several media can be used by teacher in teaching writing for a student in writing activity. According to Bretz and Briggs (2012:24), there are several media use in teaching processing

such as, picture, graph, radio, tape recorder, film and game.

According to Dobson (1983:105), game is especially refreshing after demanding conversational activities success debates or speeches. Some teachers feel that game is more appropriate in the manipulative phase than in the communicative phase in language learning. Therefore, the teacher uses lottery game as a media in teaching writing skill in classroom activity. According to Griffiths and Wood (2002:2), the lottery game is traditionally accepted as the soft version of gamble. Similar to many other games, the lottery game that is proposed in this paper also has winners. By using the lottery game, the teacher can make teaching learning process run well as learning process will be more effective and efficient.

Based on the above realities, the writer wants to write the paper focusing on lottery game, as a medium to teaching writing to senior high school students.

REVIEW OF LITERATURE

A. Definition of Writing

Writing is one of the skills that should be mastered by students in learning English. Through writing, students can express their thought, ideas and feeling. Writing is a kind of communication that involves writers and readers. According to Levy and Sarah (1996:2), writing is an act of creative processes to construct a blank page to be a coherent structure by expressing the feelings, emotions, attitudes, prejudices, values and the full range of human experiences. Beside, Orwig (1999:1) also said that writing is a productive skill in written mode.

Components of Writing

Writing is not easy. It takes practice, as well as revision and editing. Writer must be able to explore their own idea and their thought in using writing to communicate each other. So, we may have a great argument or theory, but if the reader cannot understand what we are trying to say, our grades will suffer.

According to Oshima and Hogue (1999:17), there are some components that should be considered in writing:

1. Unity
2. Coherence
3. Vocabulary
4. Mechanics
 - Punctuation
 - Capitalization
 - Spelling
5. Content

Steps of Good Writing

According to Ozagac (2004:1), Process writing consists of the following stages:

1. Brain-storming
2. Planning
3. Writing the rough draft
4. Editing
5. Proof-reading
6. The final copy

B. The Concept of Analytical Exposition Text

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum of curriculum 2013. An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. Aside of introducing idea, the purpose of the text itself is to persuade its reader to think about something, hopefully

able to share the same ideas with the writer. Gerrot and Wignell (1994:197) said that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case. According to them, it can also be interpreted that analytical exposition text is a text that attempt to change people's opinion about something.

Based on definition above, the writer concludes that the analytical exposition is usually used to introduce several ideas and persuade the reader to think about something.

The Component of Analytical Exposition Text

Regardless of what the text is about most analytical exposition usually has the same structures, they have an introduction, main body and conclusion. The process of arranging this structure may be different for everybody but the series of some basic step are the same. Gerrot and Wignell (1994:197) explain the most common used of analytical exposition's generic structures are:

1. Thesis. It introduces the topic of the text and indicates writer's position in the text.
2. Arguments. Each of the argument consists of two divisions. The first one is point. It restates the main argument outlined in preview. This means that each point is an idea that supports the statement of the thesis. The second one is elaboration. Elaboration is the part where the writer develops and support each point with evidence, prove or even analysis.
3. Re-iteration. This last part of analytical exposition text is used to restate the writer's position again to the reader.

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features usually called as lexicogrammatical feature. According to Gerrot and Wignell (1994:198) the significant lexicogrammatical features used in analytical exposition text are:

- Focus on generic human and non-human participant
- Use of simple present tense
- Use of external Temporal Conjunction (conjunctions that indicates time, period or order) to stage argument.

Example: first, second, finally)

- Reasoning through Causal Conjunction or nominalization (usually indicates reason and effect).

Example: thus, for the reason

C. Lottery Game

The important thing for the students, in the process of teaching and learning, is to feel fully involved and enjoy the process. This can be done by attracting their attention or by designing a game that will help them in learning. They might have not realized that by playing the game, they actually learn something. In this case, the teacher should design a game that is more interesting than challenging. In addition, a good game can also break the tense in the class, escape the

daily routine and make students enjoy the learning.

The Concept of Lottery Game

Moreover, one of the games that can be used in teaching analytical exposition text is the game of lottery. According to oxford learners dictionary,

“Lottery is a game of chance, where winners are typically decided by a drawing. Lotteries can be used in decision-making situations, such as sports drafts and allocation of scarce medical treatment, but are most commonly used in the popular form of gambling, financial lotteries. The financial lottery is a game where players select a group of numbers and win prizes based on how they match the drawn results”.

The lottery game, according to Griffiths and Wood (2002:2) is traditionally accepted as the soft version of gamble. Nowadays, lottery is generally known as a game of fortune in which player buy a piece of paper or papers from a lottery company, each containing a number on it. The number on the papers later

on will be treated as identification code for the people who keep them. The lottery company that sells those numbers holds an event of drawing several numbers, out of hundreds or thousands papers randomly, for several prizes. The person, whose number has been luckily drawn, will receive the prize that has been promised. In this paper, this concept of lottery game, that has been explained earlier, is used to form a game that would be implemented in the classroom to teach analytical exposition text.

The Advantages of Lottery Game

Furthermore, according to Kim in Nufus, (2012:23) there are many advantages of using games in language classroom:

1. Games can be a break from routine of the class. Therefore, students will not be bored.
2. Games are motivating and challenging. This is the reason why game can attract much of students' attention.
3. Games provide language practice in the various skill;

speaking, writing, listening, and reading, and

4. Games encourage students to interact and communicate

From the points above, it can be seen that games has several important advantages in the process of language learning. It does not only help the teacher in teaching the material but it is also helps student to better understand the material given.

Procedures of Using Lottery Game

According to Griffiths and Wood (2002:2), the lottery game is traditionally accepted as the soft version of gamble. Similar to many other game, the lottery game that is proposed in this paper also has winners. Moreover, this game takes the core concept of the lottery. The procedures of game should be follows:

- 1) The students will be divided in groups.
- 2) The teacher asks the students to sit in their own group.
- 3) The teacher writes down the topics in the piece of paper. There are six topics should be written by the teacher such as:

- 4) Make them to be lottery and give number in out of lottery. Then, put the lottery into a box and random them.
- 5) The teacher asks the one of member group to takes dice and shuffles it.
- 6) After he/she got number from dice. Then, take the lottery based on number.
- 7) The teacher asks students about topic have gotten.
- 8) The teacher got information about topics
- 9) The teacher asks the students make analytical exposition text using the topic.

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Preparation

To make the classroom activity more interesting and success, good preparations are really needed. In this stage, the teacher prepares the things that needed in implementing the activity. There are two things to be done by teacher in preparation stage. They are dividing the students

in groups. Firstly, teacher divides the students into several groups. The teacher can divide the groups by his/her own, because the teacher knows his/her students' ability. The teacher can divide them based on the amount of students and their ability. Secondly, the teacher prepares the lottery game.

Pre-Teaching Activity

The purpose of pre-teaching is to help the students focus their mind on the topic by narrowing down the things that the students expect to write and activate relevant prior knowledge that is already known. The processes in pre-teaching activities as follows:

- Greeting
- Teacher persuades the students to pray according their belief
- The teacher checks students' attendance and prepares psychologically to follow the lesson.
- Introduce new topic by using lottery game.
- Brainstorming.

Whilst-Teaching Activity

The whilst-teaching activity helps the students find their ways

through the writing and build upon the expectation raised by pre-teaching activities. In this case, lottery game activity has to become interesting and in order that students are motivated and get pleasure to write. The teacher should control and guide the students in writing. In whilst-teaching, the several steps that teacher and students have to do following:

- Teacher explains the topic clearly and gives some example of analytical exposition text.
- The teacher explains definition of analytical exposition, the generic structure and language feature using in analytical text.
- After all students understand about the topic, the teacher gives exercise, and asks one member of group to take lottery in the box.
- The teachers gives twenty minutes for students to do their task and asks one of remember every group to write in front of the class.
- The teacher collect the exercise

- The teacher gives a point or reward to the students' performance if the word, grammar, spelling, vocabulary and punctuation are correct.

Post-teaching activity

Post-teaching is intended to review the material they have got in whilst teaching. So, in this activity the teacher can test the students by giving some questions, which measures the students' ability to tell the topic that they have learned. In post-teaching activities, it can be followed the next steps:

- The teacher gives opportunities for the students to ask question if they still cannot understand.
- The teacher reviews again about the lesson for the students.
- The teacher leads the students to conclude the lesson.

Conclusion

Writing is one of important skills that should be taught at school. One of the genre texts that should be learned by students is analytical exposition text. The teacher can encourage students to write analytical exposition text by using interesting media. Students should be

encouraged to express their ideas. Therefore, the teacher can facilitate them by using an appropriate and interesting media like the lottery game.

Lottery game, in teaching, is an interesting game that is originally taken from the concept of lottery. The concept that is taken from the lottery is its random result. The random result is used to force the students to think critically, discuss with peers and developing their thought. Before using the lottery game as a media to assist in learning, teacher should do preparation such as, preparing the lottery paper and finding adequate text for the students.

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