Improving Students' Ability in Writing Hortatory Exposition Texts by Using the Process-Genre Based Approach with YouTube Videos as the Media

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ABSTRACT

This research is aimed at finding out how Process-Genre Based Approach strategy with YouTube Videos as the media are employed to improve the students' ability in writing hortatory exposition texts. This study uses collaborative classroom action research design following the procedures namely planning, implementing, observing, and reflecting. The procedures of carrying out the strategy are: (1) relating several issues/ cases to the students' background knowledge and introducing the generic structures and linguistic features of hortatory exposition text as the BKoF stage, (2) analyzing the generic structure and the language features used in the text and getting model on how to write a hortatory exposition text by using the YouTube Video as the MoT stage, (3) writing a hortatory exposition text collaboratively in a small group and in pairs through process writing as the JCoT stage, and (4) writing a hortatory exposition text individually as the ICoT stage. The result shows that the use of Process-Genre Based Approach and YouTube Videos can improve the students' ability in writing hortatory exposition texts. The percentage of the students achieving the score above the minimum passing grade (70) had improved from only 15.8% (3 out of 19 students) in the preliminary study to 100% (22 students) in the Cycle 1. Besides, the score of each aspect; content, organization, vocabulary, grammar, and mechanics also improved.

Key Words: *writing ability, hortatory exposition text, process-genre based approach, youtube video*

Writing is important for upper secondary level students to learn regarding the curriculum. The students are required to reach competence standards in writing a number of text types varying from short functional texts to monolog texts and also essays, namely *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion*, and *review* in daily life context (BSNP, 2013). It is obvious that senior high school students must be competent to write those kinds of essays. The problem is writing such essays are difficult for them comparing to short functional and monolog texts. Writing essays is always challenging moreover when the students do not have any model or media that can assist them in developing ideas.

As the students of XI MAKBI (*Madrasah Aliyah Keagamaan Bertaraf Internasional* - International Based Islamic High School) Program of MAN 3 Malang seem to encounter problems particularly in writing hortatory exposition texts, the researcher intended to conduct a research dealing with writing instruction in this class. Based on the result of questionnaires for the students and the interview with the classroom English teacher, several difficulties are found in writing class. First, many students had difficulty in choosing the right words; they do not know what appropriate diction they should use in their writing. This means that they lack vocabulary. Second, they often got stuck in expressing their ideas and changing to words, phrases, sentences, and paragraph. Moreover, they also lack motivation. Third, most of the students had problem with the use of grammar; they cannot decide what grammar is appropriate to be used in specific genre of text. Besides, sometimes they are not aware of the pattern or structure they used which makes their writing grammatically poor or even grammarless. Regarding

the students' scores got from the writing test, they apparently had difficulty in writing a hortatory exposition text. Out of 19 students, only 3 students got score above 70 (which is the minimum passing grade of English subject) while others got the score varying from 43 to 69.5. The average score of the class was 63. These data showed that the students' writing ability was low, particularly in writing a hortatory exposition text. The fact that writing is difficult is also stated by Widiati & Cahyono, 2011; Heaton, 1990 and Rivers, 1981. Blanchard and Root (2003:1) even state that writing can be difficult even in the first language. In a new language, writing can be even more difficult. It is not just in the matter of putting ideas into written text but also transferring them into the target language. Based on the result of preliminary study, the problems that the students had caused them to be reluctant in completing writing tasks that yield non-satisfying writing products. They stated explicitly the problems they faced in writing hortatory exposition regarding the generic structure, the dictions and the grammar. Without any background knowledge of the topic given, of course students have to expand upon how to produce good and appropriate topic sentences that support their thesis, and provide any information they wish in support.

Having obtained data in the preliminary study, the researcher proposes to implement process-genre based approach with YouTube videos as the media in teaching writing hortatory exposition text. She believes that using those strategy will bring success in the teaching-learning activity. By having such strategy, the researcher expects that the learning activity will be more effective and bring good impact not only in the final result but also in the teaching-learning process as what has been conducted by Irmawati (2011) and Megawati (2011). They also used

process-genre based approach to improve students' ability in writing descriptive and narrative texts. It worked well as what had been expected. As Stempleski (2002:365) stated that video is closely associated with leisure and entertainment that students watching video in the classroom expect only to be entertained. And this will make the students feel joyful and not be burdened with the writing tasks. Several researches utilizing video were successful in supporting language learning as those conducted by Dewi (2012), Marti (2011), Syamsyudarni (2010), and Wahyudiyati (2011). Therefore, video is considered to be a valuable tool for language teaching, especially teaching writing. And YouTube video is chosen because everyone can get it easily and for free.

Process-genre based approach is the combination of two approaches, process approach and genre-based approach. According to process approach, writing activities are divided into four steps: planning, drafting, editing (reflecting and revising) and final version (Harmer, 2004:4). *Planning* is the step in which the writers consider the purpose of their writing, the audiences they are writing for and the content structure- that is how best to sequence the fact, ideas, or argument which they have decided to include; *drafting* is the step in which the writers write the first version of a piece of writing; *editing (reflecting and revising)* is the step in which the writers read through what they have written to see where it works and where it does not. Perhaps the order of information is not clear, the way something is written is ambiguous or confusing, etc. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions; *final version* is the last step in which the writers have edited their draft, making

the changes they consider to be necessary and they are ready to send the written texts to its intended audience.

The second component is genre based approach (GBA). It is an approach that is based on the three assumptions about language learning (Hyland, 2003). The first assumption is learning second language is a social activity. It means learning needs collaboration between teacher and student and between student and other students. The second assumption is learning occurs more effectively if teachers provide students explicit knowledge about language. Then the third assumption is the process of learning language is a series of scaffold developmental steps which address different aspects of language. The cycle of GBA consists of four main stages; they are Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT) and Independent Construction of Text (ICoT). The implementation of process-genre based approach in writing (as stated by Badger & White, 2000) requires teachers first guide the learners to identify the purpose and other aspects of the social context of the kind of text they are going to produce through the model text in BKoF and MoT stage, such as the field (the topic or specific information), tenor (how it might attract a certain group of people), and mode (the ways in which topic is presented). Then the students will go through the writing process in producing a piece of composition collaboratively in JCoT. Having practiced the writing process collaboratively, the students then will produce a piece of composition independently in the ICoT stage.

The use of YouTube Videos as media to support Genre-Based Approach strategy in the teaching-learning process will be very helpful for learners as the

input before they start writing; and the videos are played in the Planning Stage. As videos provide both audio and visual, the students have the opportunity to read the visual as well as to listen to the auditory messages simultaneously (Mekhmeir, 2011). When a group of students is assigned to write a particular genre, they frequently have different knowledge or input on what they are going to wtire. In accordance to Badger and White (2000), some learners who are already familiar with or skilled at it may need little or no input; and the rests with no or little knowledge about the genre or the topic will find difficulty in the writing process. Concerning the real practice in writing class, the effectiveness of using YouTube video to improve writing ability is proved by previous studies conducted by Dewi (2012), Wahyudiyati (2011) and Zaenah (2011). The result showed that there is improvement not only in the writing ability of the students involved in the study but also in the quality of teaching-learning process. Thus, the researcher decided to use YouTube Videos as media to support Genre-Based Approach in the teaching-learning process. The flow of the writing activities in process-genre based approach can be seen in Figure 1.
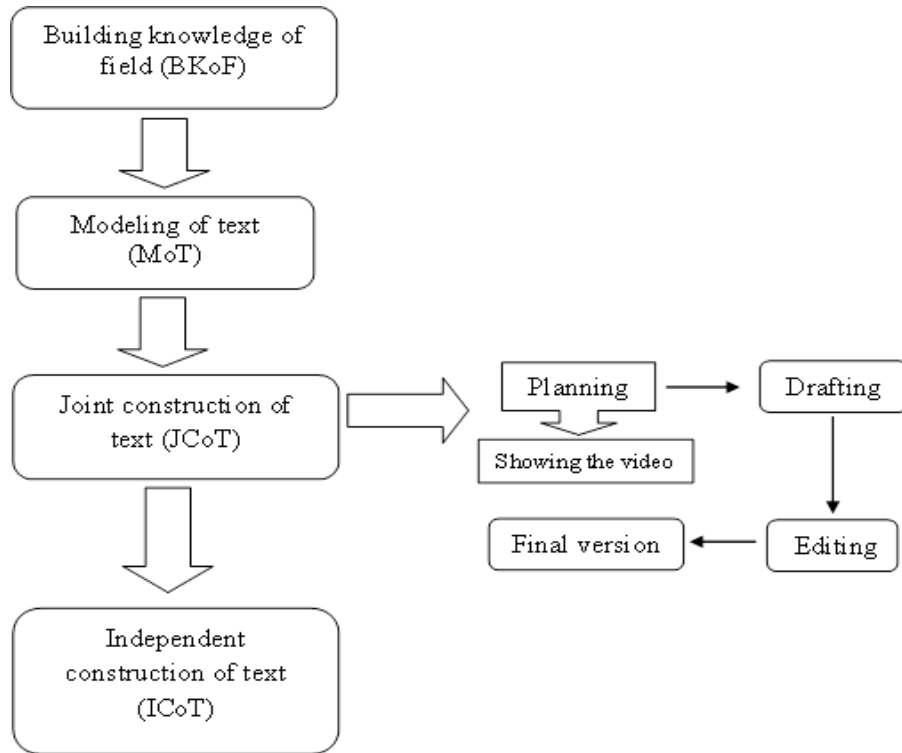
Figure 1. The Writing Activities in Pocess Genre-Based Approach (Adapted from Irmawati, 2012)

The purpose of this study is to find out how process-genre based approach strategy with YouTube videos as the media are employed to improve the students' ability in writing hortatory exposition texts.

METHOD

In accordance with the purpose of the study, the suitable design for this study is classroom action research (CAR). This research is aimed at developing a certain instructional strategy to solve practical instructional problems in English classrooms (Latief, 2003).To apply the design, the researcher is helped by the original teacher as the researcher's collaborator who observes the students in the classroom while the researcher teaches them. The model of classroom action

research used in this study is the one developed by Kemmis and McTaggart in Koshy (2005) that consists of four steps namely planning, implementing and observing, and reflecting. This model is chosen since it fits to all the steps that the researcher decided in conducting the study. After having problem identification, the researcher searches for an appropriate teaching-learning strategy which can overcome the classroom problem. In the planning stage, the researcher elaborates the strategy in the form of teaching scenario that contains teaching-learning activities, materials, media and criteria of success. In the next stage, the researcher implements the teaching-learning scenario. The implementation should run as what has been planned in the scenario. The next stage is observing in which the original teacher observes the teaching-learning process for further evaluation. This is carried out to collect data as the indicators of success in the strategy that has been implemented. In the last stage, the researcher analyzes the data and compares with the criteria of success. If the result of data analysis meets the criteria of success, she stops the action and makes conclusion. On the other way, if the result of data analysis does not meet the criteria of success yet, she will revise the strategy and start from the first stage. The cyclical process of action research is presented in Figure 2.
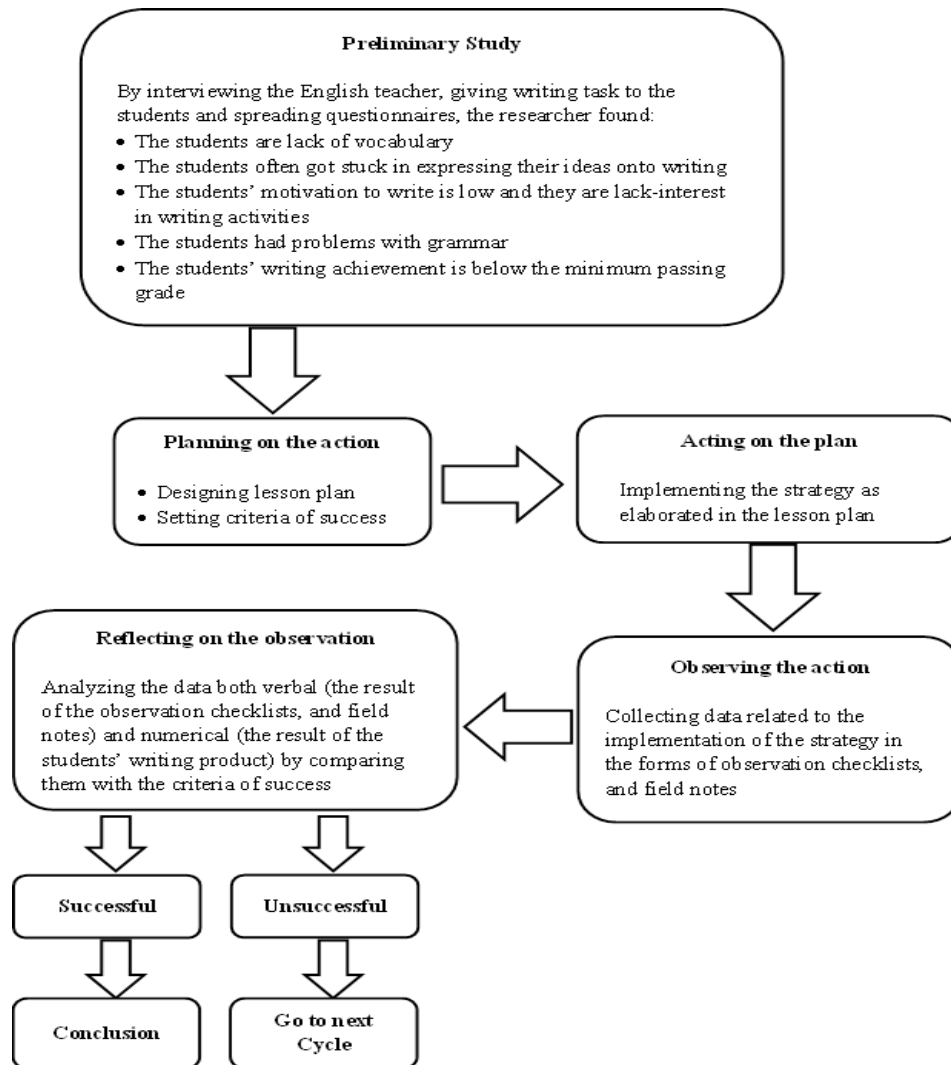
Preliminary Study

By interviewing the English teacher, giving writing task to the students and spreading questionnaires, the researcher found:
- The students are lack of vocabulary
- The students often got stuck in expressing their ideas onto writing
- The students' motivation to write is low and they are lack-interest in writing activities
- The students had problems with grammar
- The students' writing achievement is below the minimum passing grade

Planning on the action
- Designing lesson plan
- Setting criteria of success

Acting on the plan

Implementing the strategy as elaborated in the lesson plan

Reflecting on the observation

Analyzing the data both verbal (the result of the observation checklists, and field notes) and numerical (the result of the students' writing product) by comparing them with the criteria of success

Observing the action

Collecting data related to the implementation of the strategy in the forms of observation checklists, and field notes

Successful

Unsuccessful

Conclusion

Go to next Cycle

Figure 2. The procedures of CAR (Adapted from Kemmis and McTaggart, in Koshy, 2005)

This study is conducted at MAN 3 Malang, which is located on *Jalan Bandung 7 Malang East Java*. MAKBI XI, which is the subject of the study, consists of 22 students. Prior to the implementation of Classroom Action Research, the research is carried out through procedural steps which begins with preliminary study for identifying the real problems in the teaching and learning English, particularly the teaching of writing as well as finding out a general description about the students' ability in writing. After doing preliminary study, the researcher prepares for the plan. According to Koshy (2005:55), a good action

research project does not happen by accident; it needs careful planning, flexibility of approach and continuous reflection on the part of the researcher. Before conducting the study, the researcher, who acts as the teacher, must prepare well every individual aspect in action research such as instructional materials, activities, instruments, and criteria of success. After planning, the researcher is ready to go to the implementation stage or it is often called acting on the plan. This implementation stage is done simultaneously with observing stage. In this stage, the researcher asks the teacher-collaborator to observe the process of the implementation of CAR. After it is carried out, then the researcher comes to reflection stage in which she analyzes the data from the observer and the students' work. When the result has met the criteria of success, the action will be stopped. If it fails, the action will be continued to the next cycle. This study differs from others which implement CAR as the research design. The distinction lies in the strategies used in improving the students' writing ability which are process approach, genre-based approach and youtube videos as the media.

The criteria of success in this study are emphasized on two criteria, namely the teaching and learning process and the product of the students' writing. In relation to the product of writing that is scored based on the scoring rubric, the researcher will have two raters to assess the students' writing: (1) the original teacher of the English class who also acts as the observer and (2) the researcher's colleague in Graduate Program PPS UM majoring English Language Teaching. The criteria of success, the data sources, and the instruments are presented in Table 1.

Table 1. The criteria of success, the data sources, and the instruments

The Criteria of Success	Data Sources	Instrument for Data Collection
The process: - Most of the students (80%) of XI-MAKBI Program MAN 3 Malang respond positively during the implementation of the strategy, except in the aspect of grammar and mechanics	- The students' statement about their attitude toward the implementation of the strategy	Questionnaire
- Most of the students (80%) of XI-MAKBI Program MAN 3 Malang are motivated during the action	- The students' involvement in the class activities - The record of the students' attitude during the implementation of the strategy	Observation Checklist Field Note
The product: All students (100%) get the score at least 70 as the minimum passing grade, and the average score of the class is 75	The result of the students writing product	Writing test at the ICoT stage

To assess the students' hortatory exposition writing, the researcher used a scoring rubric that is adapted from Cohen (1994:328-329) and Brown (2004:244-245). The scoring rubric is developed based on the need in scoring hortatory exposition text. The consideration in adapting it from Cohen et al is to provide simple and clear criteria of each aspect (see Table 2.2).

Table 2. The Scoring Rubric of Students' Writing (Adapted from Cohen et al, 1994 & Brown, 2004)

Components	Scale	Category	Descriptor
25% Content	20-25	Excellent to very good	All ideas in the sentences are relevant to the topic, the sentences contain a lot of supporting details to the main ideas
	13-19	Good to adequate	Most of the ideas in the sentences are relevant to the topic, the sentences contain some supporting details to the main ideas
	7-12	Fair to poor	Some ideas are relevant to the topic, the sentences contain few supporting details to the main ideas
	1-6		

		Very poor to unacceptable	Limited number or ideas are relevant to the topic, the sentences contain very limited supporting details related to the main ideas
25% Organization	20-25	Excellent to very good	Complete generic structure (thesis, arguments, reiteration) and all ideas in the sentences are put correctly based on the generic structure
	13-19	Good to adequate	Complete generic structure (thesis, arguments, reiteration), but not all ideas in the sentences are put correctly based on the generic structure
	7-12	Fair to poor	Less complete generic structure (thesis, arguments, reiteration) but not all ideas in the sentences are put correctly based on the generic structure
	1-6	Very poor to unacceptable	Less complete generic structure (thesis, arguments, reiteration) and all ideas in the sentences are put wrongly based on the generic structure
20% Grammar	16-20	Excellent to very good	No errors, full control of structure
	11-15		Few errors, good control of structure
	6-10	Good to adequate	Many errors, fair control of structure
	1-5	Fair to poor Very poor to unacceptable	Dominated by errors, no control of structure
20% Vocabulary	16-20	Excellent to very good	Very effective choice of words, no misuse of vocabulary and word forms
	11-15		Effective choice of words, few misuse of vocabulary and word forms
	6-10	Good to adequate	Less effective choice of words, some misuses of vocabulary and word forms
	1-5	Fair to poor	Not effective choice of words and a lot of

		Very poor to unacceptable	misuses of vocabulary and word forms
10% Mechanics	9-10	Excellent to very good	No to very few errors in spelling, punctuation, capitalization, and paraphrasing
	6-8	Good to adequate	Few to several errors in spelling, punctuation, capitalization, and paraphrasing
	3-5	Fair to poor	Frequent errors in spelling, punctuation, capitalization, and paraphrasing
	1-2	Very poor to unacceptable	Dominated by errors in spelling, punctuation, capitalization, and paraphrasing

The implementation of the strategy was carried out in 4 meetings. The teaching schedule is presented below in Table 3.

Table 3. The teaching schedule

Meeting in cycle 1	Day	Date	Focus of activities
1	Saturday	May 3rd 2014	(BKoF & MoT) Explanation of the feature of hortatory exposition text and introduction to YouTube videos followed by modeling on the writing process using a YouTube video "Fast food: delicious but dangerous"
2	Thursday	May 8th 2014	(JCoT Part I) Collaborative writing in a small group, writing a hortatory exposition text by using a YouTube video "Is the internet child-friendly?" through process approach
3	Saturday	May 10th 2014	(JCoT Part II) Collaborative writing in pairs, writing a hortatory exposition text using a YouTube video "Smoking and its effects on health" through process approach
4	Saturday	May 17th 2014	(ICoT) Individual writing by using YouTube Video "Why you should learn English"

As what is stated in Table 3, the researcher needed four meetings for one cycle. In the first meeting (BKoF & MoT), the classroom activity was started with speaking session between the teacher and the students about the topic of the lesson. Besides, the teacher also arose some issues/cases and asked the students to give opinion. Next, they had reading activity in which the teacher guides the students to identify the generic structure and linguistic features of hortatory exposition they found in the text. Afterwards, the students had grammar exercise on the use of present tense to then discuss together with the class. After they understood the content of the text as well as the characteristics of it, they were introduced to the video containing an issue. After watching the YouTube video, they were asked to identify the information they got. Then the teacher put the information in the hortatory exposition scaffold. The next was writing activity, the teacher wrote on the board an example of paragraph from the information in the hortatory exposition scaffold and then the students continued writing some sentences.

In the second meeting (JCoT Part 1), the students collaboratively in small groups did some activities, especially in the process of writing. For the first, they were given worksheets to do exercises like identifying generic structure and linguistic features of the text given. Then they were shown a YouTube video and wrote the main points in the hortatory exposition scaffold as the prewriting activity. Then in drafting, they continued writing the information from the scaffold into a hortatory exposition text. For editing and revising they had proofreading activity within the groups in which they read through their drafts to edit and revise the drafts before submitting the final product of their writings. The

teacher guided the students in this proofreading activity so that they could do the editing correctly.

In the third meeting (JCoT Part 2), the students had almost similar activities with what they had in the previous meeting. The main activity was writing a hortatory exposition text in pairs. They first watched a video before fulfilling the hortatory exposition scaffold as the planning stage. Afterwards, the students started to write the first draft based on the information from the scaffold. Having finished with drafting, they then had proofreading which was done by other group. They were given a proofreading guidance so that the feedback given is worth and correct. After proofreading was done, the writers revised and edited their draft to be the final draft. Still, the teacher assists the students in revising and editing their writing. Finally, when the students finished the final draft, they then submitted the writing products.

In the fourth meeting (ICoT), the students are assigned to write a hortatory exposition text independently after watching a YouTube video. The students had to write a hortatory exposition text in 75 minutes. Their writing will be then submitted and to be assessed as their writing achievement.

FINDINGS AND DISCUSSIONS

The section deals with data on how to improve the students' ability in writing hortatory exposition texts using YouTube videos through process-genre based approach. The data are based on the observations, field notes, questionnaires, and the students' writing products. All findings in this chapter are related to the activities which were done in four meetings in a cycle. To identify

the students' involvement in the teaching-learning activities, two instruments, observation checklist and field notes, were used by the observer.

The observer scored the students' involvement ranging from very poor to very good categories. If 18-22 students do the activities, the scale is 4, which is considered as very good. If many of the students (12-17), the scale is 3, which is considered in the good category. Meanwhile if some of the students (7-11) do the activities, the scale is 2, which is considered as fair. If only few of the students do the activities (1-6), the scale is 1, which is considered in the poor category. The last, if there is no student does the activity (0 student), the scale is 0, which is considered in the very poor category.

In the first meeting, there were nine main activities which had been completed by the students. Table 4 shows the description of the scale obtained in terms of measuring the students' involvement in meeting 1.

Table 4. The Students' Involvement in Cycle 1 Meeting 1

Stage	Indicators	Scale		Interpretation
		Obtained	Maximum	
BKoF	1. Answering questions related to background knowledge about the surrounding issues (related to hortatory exposition text)	4	4	Very Good
	2. Answering several comprehension questions based on the model text "Fast Food: Delicious but Dangerous"	4	4	Very Good
	3. Listening to the explanation about hortatory exposition text: generic structure and linguistic features	4	4	Very Good
	4. Identifying the thesis, arguments, and recommendation and also the present tense, transition to link arguments, and emotive words of the model text	3	4	Good
	5. Doing grammar exercise	4	4	Very Good
MoT	6. Listening to the explanation on how to use YouTube video for writing	4	4	Very Good
	7. Paying attention to the video "Fast Food: Delicious but Dangerous"	4	4	Very Good
	8. Writing the information from the YouTube video in the hortatory exposition scaffold	4	4	Very Good
	9. Developing the scaffold into paragraphs (by the teacher together with the students)	3	4	Good
	Total scale	34	36	

As can be seen in Table 4, the minimum scale achieved by the students in meeting 1 was scale 3. It was given to the fourth and the ninth activities. As scale 3 belongs to the good category, it means that many of the students (around 12-17 students) got involved in the activity. In the fourth activity, many of them could identify the generic structure and linguistic features in the model text "Fast Food: Delicious but Dangerous" and the few of them could not identify especially the emotive words as one of the linguistic features of hortatory exposition text. In the ninth activity, in which the students together with the teacher developed the

scaffold into paragraphs, many of them contributed to make sentences. Yet few of them did not get involved in building sentences although the teacher had helped them. For the rest activities, scale 4 as the very good category was given because more than 18 students got involved during the teaching and learning activities. Overall, the obtained total scale for the students' involvement in meeting 1 was 34 and then divided by the maximum total scale 36 then multiplied by 100%. As a result, the percentage of the students' involvement during the teaching and learning activities in meeting 1 was 94%.

Table 5 shows the description of the scale obtained in terms of measuring the students' involvement in Meeting 2.

Table 5. The students involvement in cycle 1 meeting 2

Stage	Indicators	Scale		Interpretation
		Obtained	Maximum	
	1. Doing exercise in group of three (summarizing a text by filling a hortatory exposition scaffold in identifying the generic structure and linguistic features of the text)	4	4	Very Good
JCoT Part 1	2. Writing the information from the video in the hortatory exposition scaffold	4	4	Very Good
	3. Developing scaffold into draft	4	4	Very Good
	4. Doing peer review within the group and getting feedback from the teacher	4	4	Very Good
	5. Revising and editing the writing product	3	4	Good
	6. Submitting the writing product	4	4	Very Good
	Total scale	23	24	

As has been stated in Table 5, the minimum scale obtained by the students in Meeting 2 was scale 3 which was considered *good*. It was given for the fifth

activity in which the students revised and edited the writing product. Not all the group members had chance to revise and edit the product because of the time was over at that time. There were two groups who did not revise and edit their products. So, after those two groups completed peer review, they directly submitted the writing product as the limited time. For the rest activities, scale 4 which belongs to very *good category* was given because all of the students participated in the activities. Overall, the acquired total scale for the students' involvement in Meeting 2 was 23 (95%).

Table 6 shows the description of the scale obtained in terms of measuring the students' involvement in Meeting 3.

Table 6. The Students' Involvement in Cycle 1 Meeting 3

Stage	Indicators	Scale		Interpretation
		Obtained	Maximum	
JCoT Part 2	1. Writing the information from the video in the hortatory exposition scaffold	4	4	Very Good
	2. Developing scaffold into draft	4	4	Very Good
	3. Doing peer review within the group and getting feedback from the teacher	4	4	Very Good
	4. Revising and editing the writing product	4	4	Very Good
	5. Submitting the writing product	4	4	Very Good
	Total scale	20	20	

As what can be seen in Table 6, the maximum scale (4) was given to all of the five activities because all students got involved in those activities: planning (Writing the information from the video in the hortatory exposition scaffold), drafting (Developing scaffold into draft), editing (Doing peer review within the group and getting feedback from the teacher then revising and editing the writing

product), and the last is final version (submitting the final product of writing). It shows that the students' involvement during the teaching and learning activities in Meeting 3 belongs to very good category. Therefore, the percentage of the students' involvement in this meeting was (100%).

Table 7 shows the description of the scale acquired in terms of measuring the students' involvement in Meeting 4.

Table 7. The Students' Involvement in Cycle 1 Meeting 4

Stage	Indicators	Scale		Interpretation
		Obtained	Maximum	
ICoT	1. Writing the information from the video in the hortatory exposition scaffold	4	4	Very Good
	2. Developing scaffold into draft	4	4	Very Good
	3. Proofreading the writing in terms of content, organization, grammar, vocabulary, and mechanics	4	4	Very Good
	4. Revising and editing the writing product	4	4	Very Good
	5. Submitting the writing product	4	4	Very Good
	Total scale	20	20	

As can be seen in Table 7, the maximum scale (4) was also given to all of the five ICoT activities since all students got involved in those activities starting from planning (Writing the information from the video in the hortatory exposition scaffold), drafting (Developing scaffold into draft), editing (Proofreading the writing in terms of content, organization, grammar, vocabulary, and mechanics then revising and editing the draft), and the last is final version (Submitting the final product of writing). It shows that the students' involvement during the

teaching and learning activities in Meeting 4 belongs to very good category. Thus, the percentage of the students' involvement in this meeting was (100%).

The percentage of the students' involvement obtained from the observation checklist in each meeting is 94%, 95%, 100%, and 100% respectively. Therefore, the final percentage for the students' involvement during the teaching and learning activities in Cycle 1 was 97%. It means that the first criteria of success obtained from the observation sheet have been achieved.

In addition, the observer also supported the findings by writing some points in the field notes. The field notes covered a brief explanation about the strengths, the weaknesses, and the suggestion. In meeting 1, there are two strengths in the teaching and learning process using video. They were (1) the students are interested in learning the lesson because they watch video which they rarely have in the classroom; (2) as video is an interesting thing for the students, they become more enthusiastic when they were assigned to write information they got from the video in the scaffold. Meanwhile, the weakness in this meeting came from the tool that the teacher equipped in playing the video; the audio speaker did not work properly which caused the sound unclear. But overall, the students still like watching the video. Therefore, the observer suggested the teacher to check and prepare anything before starting the lesson especially when using technology in the classroom.

In meeting 2, there were also two points as the strengths, (1) the students enjoy watching the video because it was an interesting, clear, and creative video; (2) the information from the video can be used as input for writing hortatory exposition text since the video provides clear information as also the pictures and

the sound. And the weaknesses found in this meeting were in the technical term. First, some students till need to watch the video as the input for making draft, but the teacher played the video only twice. Therefore, the observer suggested the teacher to play the video three times because twice is considered not enough for the students to catch information. The second weakness was about the time management. There are several students who could not complete revising and editing stage since the time was over. Thus, the observer suggested the teacher to be firmer to the students in giving time allocation for each activity so that they can complete all the activities on time.

In meeting 3, there are 2 strengths that were noted by the observer, (1) proofreading guidance is good to make the students understand and know how to proofread others' writing; (2) the video is in the form of cartoon, it's nice that the teacher provided different videos in each meeting. And there is no weakness written by the observer in this meeting as the teaching and learning process ran smoothly and well.

In the last meeting, the students were assigned to write a hortatory exposition text independently. The strength found in this meeting was that the students were ready and excited to write based on the video they watched. Having enough model and also exercises made the students confident to write a hortatory exposition text. The other strength of this meeting was that in the process of writing, the students focused on their own work. Each of them tried to give their best effort to produce a hortatory exposition text. Moreover, all students could complete their writing on time. Thus, it could be said that there was no weakness in this meeting.

The other criteria of success is the students' writing products. The scores of their writing products were taken from the writing test at the ICOT stage. The description of the students' scores in each aspect of writing can be seen in Table 8.

Table 8. Students' Score Distribution for Each Aspect of Writing in Cycle 1

Writing Aspect	Content		Organization		Vocabulary		Grammar		Mechanics	
Score/ Category	F	%	F	%	F	%	F	%	F	%
4/ Very good	16	72.7	15	68.2	18	81.8	10	45.5	2	9.1
3/ Good	6	27.3	5	22.7	2	9.1	9	40.9	20	90.9
2/ Fair	0	0	2	9.1	2	9.1	3	13.6	0	0
1/ Poor	0	0	0	0	0	0	0	0	0	0

In terms of content, all students (100%) were able to achieve the scores classified as good to very good category. In addition, most of the students' writing products (90.9%) were categorized into good to very good category in terms of the organization and vocabulary. Then in relation to grammar, there were more than half of the students (86.4%) who were able to obtain the scores ranging from good to very good category. Meanwhile, in the aspect of mechanics all students (100%) were able to obtain the scores ranging from good to very good category.

From the data on the students' final score in Cycle 1, it can be seen that most students reached good to very good category in almost all writing aspects. The students' final scores are in the range of 70 to 92. It means that all students have achieved the minimum passing grade which is 70. And the average score of the class is 81. It also has passed over the

average that was set in the criteria of success, which is 75. Comparing to the students' writing scores in the preliminary study, the students' final scores in Cycle 1 apparently increase.

Questionnaires were distributed to know The students' responses toward the Implementation of the strategy in Meeting 4 after the students had finished their final products in Cycle 1. The result of the questionnaire could be seen in Table 9.

Table 9. the result of the questionnaire fulfilled by the students.

No	Points	Response			
		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1	Enjoying writing hortatory exposition text by using YouTube Video	18.2	72.7	9.1	0
2	Confidence in writing hortatory exposition text by using YouTube Video	22.7	63.6	13.7	0
3	The ability in writing hortatory exposition text by using YouTube Video improving	22.7	59.1	18.2	0
4	Being able in generating idea (content) in writing hortatory exposition text by using YouTube Video	36.4	59.1	4.5	0
5	Being able in organizing idea (organization) in writing hortatory exposition text by using YouTube Video	18.2	63.6	18.2	0
6	Being able in using effective choice of words (vocabulary) in writing hortatory exposition text by using YouTube Video	18.2	68.1	13.7	0
7	Being able in using grammar in writing hortatory exposition text by using YouTube Video	9.1	45.4	45.5	0
8	Being able in the use of spelling, pronunciation, capitalization, and paraphrasing (mechanics) in writing hortatory exposition text by using YouTube Video	18.2	40.9	40.9	0

From the above data, it could be concluded that most of the students (more than 80%)

had positive responses towards the implementation of YouTube Video to help them write a

hortatory exposition text in terms of the practicality and its influence to the students' writing ability except grammar and mechanics aspect as the two aspects need a lot of practices and exercises. Thus, the criteria of success related to the students' responses towards the implementation of the strategy have already been achieved.

In conclusion, considering all the findings in Cycle 1 which have already met all the criteria of success: majority of the students (94%) got involved during the teaching and learning process, all of the students (100%) could achieved the score at least 70 as the minimum passing grade in their final products, and most of the students (87%) had positive responses towards the implementation of the strategy, the researcher decided to stop the action.

In relation to the improvement of students' attitude towards writing activities, the implementation of process-genre based approach as proposed by Badger and White (2000) and Hyland (2003) was able to make the students write more confidently because they experienced the process of writing starting from planning, drafting, editing, and final version (Harmer, 2004). Moreover, the implementation of Building Knowledge of Field (BKoF) and Modeling of Text (MoT) have made the students understand the concept of hortatory exposition text and its characteristics. Then, in Joint Construction of Text (JCoT), they experienced a cooperative activity in which they could share ideas with partner/s through group and pair works. Therefore, they were more ready to write their hortatory exposition text really independently at the ICoT stage. Those activities have made them more confident in producing a piece of writing because they have known what to write and how to write it well. Therefore, the students enjoyed the writing activities and showed positive responses towards the implemented strategy.

It is not only the students' attitude that has improved during the implementation of the strategy, but also the students' writing performance. Overall, the students' writing progress

was mainly because of the use of YouTube video, as the suitable and interesting media to teach writing hortatory exposition text and the implementation of process-genre based approach equipped with the use of hortatory scaffold and proofreading guidance in the teaching and learning process.

In the aspect of content, the students' improvement was gained through the information from the YouTube Video which was beneficial as the input for them. The use of hortatory scaffold containing several points, which is the generic structure of hortatory exposition text, in the form of questions also helps the students to write sufficient ideas to their writing. Here is the example of the student's argument that she developed from the information in the YouTube video in the ICoT stage.

First, English can use for business. The example, in marketing management. We must have an English skill to introduce our product. People will know our product, not just in one place but people in other country too.

Next, the students' progress on organization was obtained through the use of hortatory exposition scaffold containing the generic structure of the hortatory exposition text. They were thesis (which consists of issue, phenomena, and supporting facts), arguments, and recommendation (that contains any suggestion or recommendation dealing with the issue). The questions were put based on the generic structure, so it would be helpful for the students to organize the ideas. They could organize the ideas well starting from the introductory paragraph to the concluding paragraph which was recommendation. Here is the example of recommendation which the student wrote in the last paragraph based on the scaffold she fulfilled before drafting.

From the explanation, we have known that English is so important to learn and to understand. So, we should practice our English to increase our English. Don't be shy to use English!

Then the students' improvement on the vocabulary was also achieved through the use of YouTube Video and the model text. Since YouTube Video provided both audio and visual information, the students could notice the words or phrases spoken as well as the pictures visualized in the video. Besides, the model text played an important role for the students to enhance their vocabulary items because it makes them become more familiar with particular words used to argue and support or refute the issue in their writing especially the use of transition links: *first, second, third, moreover, in addition, therefore* and *so*; and also the use of emotive words: *important, interested in, harder, comfortable, improve, increase, benefit,* etc.

Furthermore, the students' progress on grammar was achieved through the use of hortatory scaffold and the tasks related to grammar exercises. With regard to the hortatory scaffold, the students' progress on grammar was gained through converting the answers of the guided questions from phrases into complete sentences in present tense. Thus, it helped them to make correct sentences in hortatory exposition easily. Here is the example of the student's conversion from phrases into sentences in the hortatory exposition scaffold.

Information in words/phrases	Information in complete sentences
Dangers of fast food	Eating fast food too often is dangerous for health
Not eating fast food	You should not eat fast food frequently

Besides, they were also assigned to find out the examples of sentences which used present tense in the model text. Next, the grammar exercises related to the use of Predicate in present tense by underlining the correct form of the verbs or to be in sentences have helped the students be more careful in constructing sentences in their hortatory exposition texts.

Additionally, regarding the students' improvement in mechanics, it was gained through the model text. In the first model text, the students could see the model of how to use mechanics well. In the second model text, they were assigned to analyze the text in the aspect

of its mechanics and correct the wrong punctuation, spelling, and capitalization. Thus, model text plays an important role in improving the students' understanding and awareness on the aspect of mechanics.

Moreover, the implementation of process-genre based approach has definitely influenced the students' writing ability. The students' knowledge related to a hortatory exposition text, such as its social function, was strengthened in BKoF stage. Then in MoT stage, they learnt more about the characteristics of a hortatory exposition text, such as the generic structure, grammatical features and language use through the model text. They also learnt how to use YouTube Video to help them write a hortatory exposition text. The students practiced their aspects of writing through some exercises related to content and organization (filling the hortatory exposition scaffold based on the information got from the YouTube Video), vocabulary (noticing the words spoken and the pictures visualized in the video and enhancing the vocabulary items from the model text), grammar (doing grammar exercises), and mechanics (doing mechanics exercises from the model text). Those activities gave the students sufficient knowledge of what to write and how to write a better hortatory exposition text.

Afterwards, the students were then given opportunities to use their knowledge to write a hortatory exposition text cooperatively within a group of 3 at the JCoT stage Part 1. The idea of working cooperatively in a small group was meant as the trial or the first practice in producing a hortatory exposition text. This cooperative work was expected to build the students' confidence for they could share and discuss the ideas with partners. During the process of producing a piece of hortatory exposition text, they experienced how to do planning with the use of hortatory exposition scaffold and they were able to generate and organize their ideas more easily. Then in drafting, they were able to put the sentences they wrote in their scaffold into a hortatory exposition text. Next, they did peer reviewing on their

own writing considering the content, organization, vocabulary, grammar, and mechanics. Each group also got chance to have mini discussions with the teacher to receive feedback. Then they could revise and edit their writing before finally submitting it. Those activities enable the students produce a better hortatory exposition text because they started with planning to generate and organize their ideas, and they could revise and edit their writing based on the given feedback.

Having experienced with a small group to produce a hortatory exposition text through the writing process, they then had a chance to do it in pairs at the JCoT part 2. Bringing the experience they had with a small group, they used it to produce a piece of writing collaboratively with a partner through the writing process. In the editing part, the students had exchanged their drafts with others to have proofreading before they revised and edited their writing. This stage was very beneficial to train the students' confidence and readiness before they started to write a hortatory exposition text individually as their final writing products in the last stage. Again, having experienced the three stages (BKoF, MoT, JCoT), the students were then able to internalize the knowledge they got to produce a hortatory exposition text by using YouTube Video in the ICoT stage.

Generally, the result of this study is in line with the theories dealing with the advantages of using instructional technology and media which is to engage students in learning as stated by Smaldino and Russel (2004). Moreover, in accordance to Stempleski (2002), video is an effective medium in motivating students' interest as. In addition, the implementation of the use of process-genre based approach and YouTube video is also in line with the theories proposed by Badger and White (2000), Hyland (2003), and Harmer (2004) about the importance of process, purpose and context particularly in the teaching of writing to give the students more helpful guide during the writing activities. Furthermore, the success of this present study supports the previous studies concerning the use of Video to improve the

students' writing ability conducted by Berk (2009), Dewi (2012), Wahyudiyati (2011), and Zaenah (2011).

CONCLUSIONS AND SUGGESTIONS

The implementation of process-genre based approach with YouTube videos as the media was able to help the students write a hortatory exposition text. The use of YouTube Video and the hortatory exposition scaffold completed with the guided questions has helped the students generate and organize the idea.

As the researcher used a combination of two strategies; namely Process-Genre Based Approach, and media; YouTube videos, the technique of conducting the present study was divided into some main activities. First, at the Building Knowledge of Field (BKoF) stage, the students were asked to relate the lesson (several issues/cases) to their background knowledge. Second, the students were guided to learn more about characteristics of a hortatory exposition text by analyzing a model text in terms of its generic structure, linguistic features and language use at the Modeling of Text (MoT) stage. In addition, a model of how to use YouTube Video and hortatory exposition scaffold to help them generate and organize ideas in writing a hortatory exposition text was also given. Then exercises on the use of appropriate vocabulary items, grammar and mechanics were also given to the students to strengthen their ability for each writing aspect. Third, the students were given opportunities to produce a piece of writing using YouTube Video with the help of hortatory exposition scaffold through the writing process cooperatively in a small group at the Joint Construction of Text (JCoT) part 1 stage. Fourth, they were given a chance to produce a hortatory exposition text using YouTube Video with the help of hortatory exposition scaffold collaboratively in pairs through the writing process at JCoT part 2 stage. Lastly, as the students have experienced modeling from the teacher and enough practices in writing a

hortatory exposition text, they then were assigned to write a piece of writing using YouTube video independently at the Individual Construction of Text (ICoT) stage.

Finally, the results of the study are expected to be beneficial for several people, especially the English teacher of MAN 3 Malang, English teacher of senior high school, and also further researchers. For the English teachers at MAN 3 Malang, the result of this study can be used to solve problems related to the teaching of hortatory exposition texts for other classes particularly to help the students improve their writing ability and attitude towards writing, and to conduct the teaching of writing more meaningfully by giving students chance to experience writing process to produce a piece of writing. For other English teachers at Senior High School Level, the findings of this study can be used as one of the alternatives to solve the same problems they have related to the teaching of hortatory exposition text, and to vary the activities in teaching writing so that the students will be more motivated and excited. Lastly, for future researchers, the result of the study can be used as valuable resources to conduct further research related to the use of YouTube Video as a medium to improve students' writing ability in different text types, grades, and language skill.

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