

THE EFFECTIVENESS OF RHETORIC-BASED ESSAY WRITING TEACHING MODEL WITH CONTEXTUAL APPROACH

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ABSTRACT

This study aims to develop a rhetoric-based essay writing teaching model with contextual approach in order to improve essay writing skills of students in the English Department of the Education and Teaching Faculty of Lakidende University of Konawe. This instructional model was developed by using research and development. The results show that the model can improve students' essay writing skills effectively. It was done in experimental class of the Education and Teaching Faculty of Lakidende University of Konawe Southeast Sulawesi province of Indonesia with the score of 69,80. Thus, it can be concluded that the rhetoric-based essay writing teaching model with contextual approach that has been developed can improve the essay writing skills of students of English Department. It was proper

Keywords: *teaching models, essay writing, rhetoric-based, contextual approach.*

The fundamental philosophy in the development of the instructional model will be seen from three aspects, namely the definition, the essence of the development of instructional models, and models of instructional, according to experts. The word model has reference of very concrete object which can be in the forms of wax statues of scientists, which are on display at Madame Tussauds museums in various cities in the world to the abstract forms like chain model (Fromkin and Ratner, 1999: 11). The model is a simplification of a larger object, broad or abstract object which is then simplified so it is easier to understand/understood nor to be made concrete. The diversity of reference make it difficult to describe the concept of the model comprehensively. Nevertheless, most experts are not like (Maki, 2010: 177-178) and Van Frassen (1990) agree that models are representation of something else. Many references that models are difficult to define, however it can be concluded that model is the representation of the actual form. Specifically, Holton defines it as the representative of *system physically* or conceptually with definition as follows, “A model is representation of a physically or conceptual system.” He also said that because of the interest in simplifying the definition of a model, certain elements contained in a system that is represented while other elements can be missed, or not represented by the model (Holton, 2010: 485-504). Model is a representation of a conceptual system. There are at least two functions of a representations, namely: a representation of a part of the world and a theory representation. A model represents a part of the world in two things, model of a phenomenon and a model of data. As a representation of the world, it is essential for the model to represent another system which becomes the modeling target (system target).

A model represents the theory in the sense that the model interprets the laws and axioms in the theory. However, the difference in the function does not mean that they complete each other because the scientific model can represent both at the same time.

Instructional designs the Instructional experts have explained have many types and models. In general, instructional design model can be classified to several types of model, such as: (1) the class-oriented model, (2) a system-oriented model, (3) a product-oriented model, (4) the procedural model and the circular model. (Anonim, 2011:2) It is explained further that the class-oriented model is usually intended to design micro level instructional (class) that is only carried out every two-hour lesson or more. Then, the product-oriented model is a model of instructional design to produce a product, usually a medium of instructional in the form of instructional videos, multimedia instructional, or modules. Furthermore, the system-oriented model is a model of instructional design to produce a wide-ranging instructional system, such as training system design and school curriculum. In addition to those, there are also those who are commonly called procedural model and circular model, namely a procedural model which was developed by Dick and Carey, while the circular model was like Kemp model.

The variation of models developed by experts actually provides convenience for teachers, because they can choose and apply one of the instructional design models that complies with the characteristics encountered in the field. In addition, teachers can develop and create models that are derived from the existing models to be tested and modified.

In regards to the development of rhetoric based essay writing instructional model, instructional model that has been developed by the experts in the instructional field that can be used as reference in preparing and developing instructional model that is more effective and efficient. The essence of writing, Hyland (2003: 9) says, that writing is a way to convey, express feelings and share the experience of the authors to the readers by using written language. Writing is an activity that can deliver the message in the form of thoughts, feelings, and activities that the authors have ever done. This is similar to Reid who states that writing is a process for expressing ideas, thoughts and feelings or experience of the authors by using the conventional system so that readers understand the message that is sent. (Joy: 1987: 34). Writing activity that contains ideas, feelings, and experiences of the authors will not be understood by the readers if it is not supported by conventional ways.

Aristotle's rhetoric is an attempt to systematically describe rhetoric as a human art or skill (*techne*). He identifies three basic components of rhetoric, namely: *ethos*, *pathos*, and *logos*. *Logos* consists of the use of language in building arguments. *Pathos* is regarding the emotional appeal. *Ethos* focuses on how the characters of authors influence the readers to consider the authors as trustworthy. Silva (2013: 2) describes, rhetoric continuously evaluates how a language, methods, and certain meanings in communication, rhetoric sometimes is disregarded as something that only focuses on stylish appearance alone, not the quality or content of the communication/conversation. Rhetoric has the basic potential on good communication elements of on any topic and different social situation. Hence, delivering a clear, accurate and effective idea as well as to be developed by the writing or speaking style, so it is indirectly implement the rethoric characters themselves. Winkler and Mc Cuen (1981:5) says Rhetoric as the art of argumentative

composition common to all these definition is the suggestion that rhetoric involves strategies used by speaker or writer in attempting to communicate with an audience. Hence, rhetoric is not only related to the problem of the language style only. Safnil (2010: 1-2) says Rhetoric focuses on invention, disposition, elocution, memorization and the last is delivery. So, rhetoric is a skill in communicating. In writing, Nystrand (1982:2) says the rhetorical study of audience may be defined, then as the investigation of writers' plans and goals, taking into account the ways in which writers locate all available means for achieving particular effects on readers, plus causal relations between effective texts and such effects.

From kind definitions of rhetoric, the real existence of rhetoric is the discipline of humanity that is developed through three domains namely strategy, diversity and devices which integrated with each other in studying art, expressing ideas, conveying information to others effectively and efficiently by using the chosen/planned language as a tool comprehensively, either in oral or written (logic, norm, and emotion).

Approach is closely related to method and technique. Subana (2005: 19) says Approach, is designing syllabus, which later is explained in the preparation of the instructional material, brings methodological consequences.”) Refer to the citation, approach is a series of detailed design in the syllabus, instructional plan/instructional unit, material selection, and presentation in the classroom, which the application needs to use various methods and techniques.

- a. Rhetoric as point starting. Logic, norm, and emotion as strategic in the result of essay written. Mode and device essay written were making sure the rhetoric based essay writing model with contextual approach to reach the goal.
- b. An oriented language instructional to teach the learners to be able to communicate according to the context of situation. Language instructional emphasizes on how learners communicate with others in society in accordance with the socio-cultural contexts and social rules that regulate the language form and behavior in society. The CTL system encompasses the following eight components: (1) Making meaningful connections; (2) Doing significant work; (3) Self-regulated instructional; (4) Collaborating; (5) Critical and creative thinking; (6) Nurturing the individual; (7) Reaching high standards; dan (8) Using authentic assessment. (Johnson: 2002:4). The CTL system includes eight components, namely making meaningful connections, doing significant work, self-regulated instructional, collaborating, critical and creative thinking, helping the individual to grow and develop, reaching high standards, and using authentic assessment. Based on the description above, the focus in this study is how effective is the English rhetoric-based essay writing instructional model with contextual approach in improving the English essay writing of students. *Syntax of rhetoric-based essay writing teaching model with contextual approach. Can be see in Figure 1.*

METHOD

To determine the effectiveness of the developed instructional model, validation test was performed. Tests were carried out by using *pretest posttest control group design* (there are experimental group and controlled group).

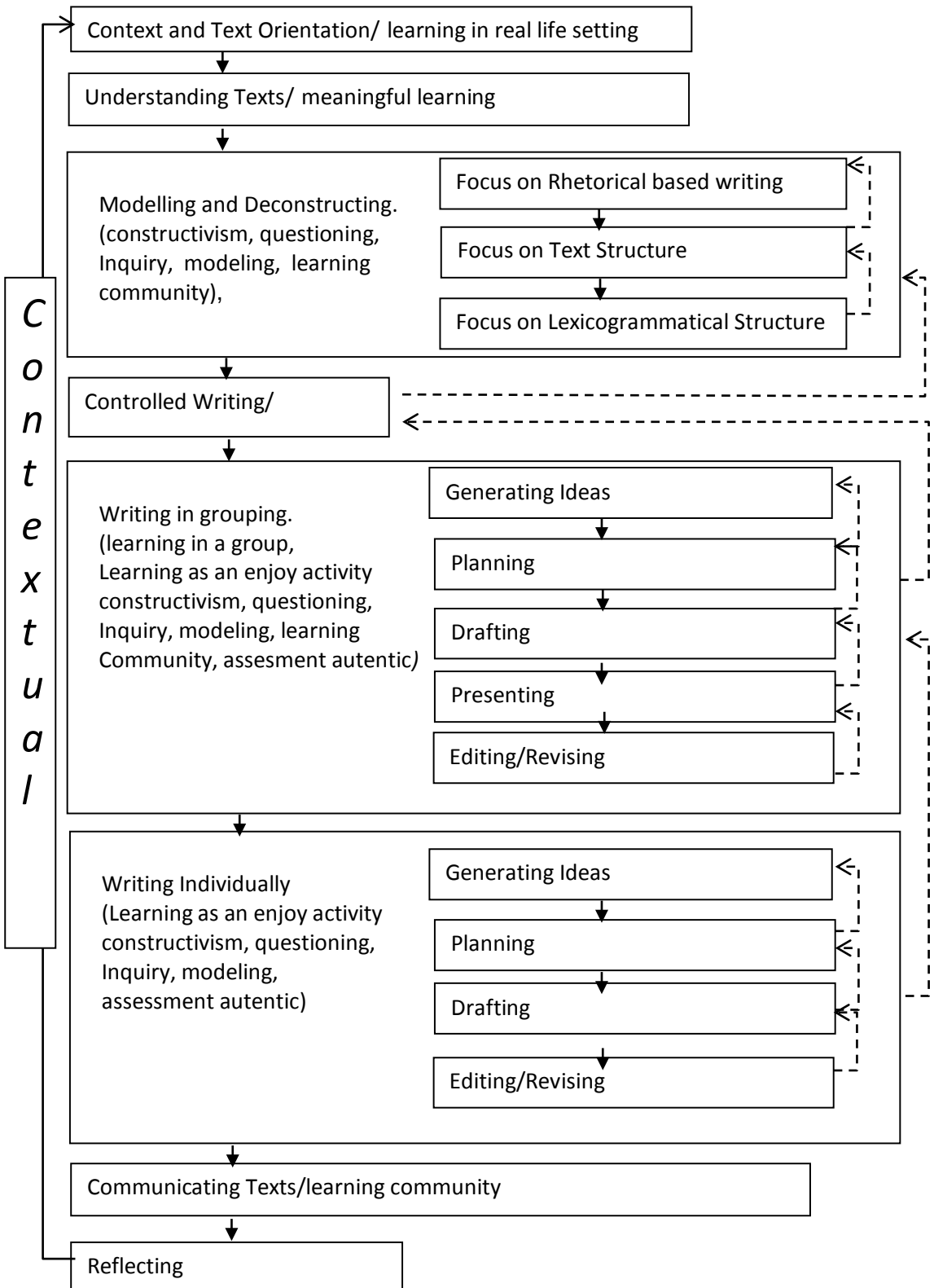


Figure 1. Syntax of rhetoric-based essay writing teaching model with contextual approach.

Model effectiveness test was carried out in two classes of Writing 3 lecture program. One class was used as experimental class while the other class was used as the controlled class. In the experimental class, writing 3 lecture instructional was carried out by implementing the rhetoric-based instructional model with CTL approach while in the controlled class used conventional approach instructional model. Selecting the experimental class and controlled class was carried out using random sampling technique. The selection was based on the assumption that all students in the Writing 3 lecture program is homogenous.

Before the instructional began, pretest had been conducted in both classes. *Pretest* was carried out by giving academic writing assignment. After the instructional had been carried out, posttest was carried out in both classes. Results of both experimental class and controlled class were grouped and then several tests were carried out using covariance analysis (ANCOVA). Ancova is implemented because there is a numeric variable done by controlling pretest variable. Pretest score variable controlling is intended to improve the study's precision that the improvement of essay writing skill is caused by the treatment effect, instructional model implementation and not because of the other factors.

Based on the design of the study design, the data showed the following:

Table 1. Data of Essay Writing Skill Scores

No.	Group of Class	N	Average Scores	
			Pre Test	Post Test
1	Experimental	20	55,80	69,80
2	Controlled	20	54,90	64,85

1) Analysis Prerequisites Test

The use of parametric statistic tools require some analysis requirements that must be fulfilled before hypothesis test is carried out. Therefore, in this study, prior to hypothesis test, evaluation and examinations on several assumptions had been done in advance. Assumption test in this study includes normality test and homogeneity test of data.

a) Data Normality Test

Data normality test in this study uses Lilliefors test. The hypothesis tested is the null hypothesis which stated that samples come from the population with normal distribution against the alternative hypothesis which stated that samples come from the population with distribution that is not normal. Ho testing criteria will be accepted if the price of L_0 (L-account) is lower than the price of L (L-table), means that samples come from normal distribution.

Normality calculation results using Lilliefors test showed that 6 data groups are distributed normally. In summary it is represented in the table below.

Table 2. Recapitulation of Data Normality Test Results using Lilliefors test on $\alpha = 0,05$

Groups	Variables	Total Samples	$L_{hitung} (L_0)$	$L_{tabel} (L_1)$	Conclusion
Experimental Group (A ₁)	X	20	0,0941	0,190	Normal
	Y	20	0,1380	0,190	Normal
Controlled Group (A ₂)	X	20	0,1110	0,190	Normal
	Y	20	0,1454	0,190	Normal

Based on the analysis result above, hence it can be concluded that the data from the four study groups come from the population with normal distribution.

b) Data Homogeneity Test

Data homogeneity test was carried out by using Bartlett test. In accordance with the design, the variants of the homogeneity test that was carried out: (1) variants of the homogeneity test of the experimental group and the controlled group. The proposed hypothesis is as follows:

H_0 = both groups have the same variants/homogenous

H_1 = both groups have different variants/heterogeneous

Homogeneity test of experimental group data (A_1) and controlled group (A_2) used F test with the test' criteria: Accepted H_0 if $F_{acount} < F_{tabel}$ which means variants of homogeneous group data and on $\alpha = 0,05$; $dk = k - 1$. Based on the obtained analysis results, the value of F_{acount} amounted 1,031. Consultation result with F_{tabel} on $\alpha = 0,05$ and free degrees $(39;39) = 1,704$. Since $F_{acount} = 1,031 < F_{table (0,05)(39:39)} = 1,704$, hence the accepted is H_0 which means that the data variants of group A_1 and A_2 are homogenous.

2) Hypothesis Test

The hypothesis in this study was tested using the Analysis Covariance (ANCOVA) One Line. The use of Ancova Analysis is because there were controlled numeric variables, which was pretestscores of the students before the treatment is given. While the independent variables in this study were the scores of the writing skill of students after the treatment is given by using the rhetoric-based instructional model with CTL approach. The analysis results of the variants are summarized in the following table:

Table 3. Summary of the Analysis of Covariance One Line

Source of Variants	JK	Db	RJK	F_{hit}	$\frac{F_{tab}}{\alpha = 0,05}$
Between Groups	170,510	1	170,510	11,783**	4,21
In (error) Res	535,435	37	14,471		
Total (Res)	705,945	38			

Description:

** = Very significant

JK = Sum of Squares

RJK = Average Sum of Squares

F_{hit} = F_{hitung}

F_{tab} = F_{tabel}

db = free degrees

RESULTS

Results of the statistical analysis show that there are differences between the mean scores of essay writing skills of the students in the experimental class and the ones in the controlled class. It is shown by the value of F_{acount} amounting 11,783 which was bigger than the value of F_{table} amounting 4,21 on $\alpha = 0,05$. To confirm the

results of statistical analysis followed by a further test. The further test in this analysis used the Tuckey test. The result of the further test is the value of Q_{hitung} amounting 9,1160 which is bigger than the value of Q_{tabel} amounting 2,86. Thus, it can be concluded that there are differences between the mean scores of the essay writing skills of the students who apply rhetoric-based instructional model with CTL approach with the ones who are taught using the rhetoric-based instructional model with the conventional approach.

DISCUSSION

Interpretation of Effectiveness Test Results

Based on the data, the effectiveness test results show that there are differences between the mean scores of the essay writing skills of the students who are taught by using the rhetoric-based instructional model with CTL approach and the ones with the conventional approach. The mean scores of essay writing skills of students who are taught with rhetoric-based instructional model with CTL approach was 69.8; higher than students who are taught by rhetoric-based instructional model with conventional approach which was only 64.85.

Based on the data of validation results, we can say that, overall, students who learn using rhetoric-based essay writing instructional model with CTL approach has significant improvement of instructional outcomes. Application of writing instructional model of students who learn using rhetoric-based essay writing instructional model with CTL approach has better results than the students in the controlled class who learn using conventional approach. The same goes to the students' instructional activities. Students who learn using the application of the model developed, the activities are better than the students in the class who learn using the model that is usually used by the lecturers in applying the writing instructional process.

So based on the research results, the rhetoric-based English essay writing instructional model with contextual approach has been successfully developed. This instructional model has also been empirically tested in the field and the results show that this model proved to be more effective in improving students' ability to write an essay in English. There are several supporting factors that make this model successfully developed and is more effective in improving student writing skills.

First, instructional model developed strongly based on the results of the analysis of the needs of students and lecturers courses in English essay writing (essay writing), and the analysis result of objective condition of the English essay writing instructional in English Education Department of University of Lakidende Kendari. The problems faced by students in essay writing and the students' wish of the model that suits their needs become a major consideration in the development of this model. Thus, this model can encourage the improvement of students in the process of writing essays in English.

Second, the selection of rhetoric approach and contextual approach in developing this model have been strongly based on diverse ability levels of students. Analysis results of the objective condition show that the average ability of students is still below the minimum average ability desired in this study program. It shows that only few students have a high initial ability to write essays in English. By

looking at these conditions, one approach may not be able to resolve the problem. Using rhetoric model and contextual approach is the right decision.

Third, the development of this instructional model is supported by adequate reference sources. References related to writing instructional theories, either printed materials or in the form of e-materials. Some colleagues with pleasure lent some references needed by the researchers. Thus, the development process of instructional model went well as it was planned.

In addition to the supporting factors, there are several factors inhibiting in the process of development and validation of this instructional model.

First, not all lecturers of English essay writing lecture agree on the model developed by the researcher. It is caused by the different points of view and beliefs on the nature of language and language instructional. Colleagues embracing structural approach think this model will not be able to increase students' proficiency in the use of English grammar correctly. Colleagues who are oriented to creative writing assume that this model will turn off the creativity of students in expressing passionate ideas. Thus, the comments they convey become a challenge for researchers to prove that their opinion is not based on empirical evidence, but only on mere assumptions.

Second, the credits limitation (3 credits) given for this lecture and the number of students which is big enough to make the testing process limited and the experiment has not met the researcher's expectation yet. Some activities in the teaching materials that should be applied in face-to-face lectures are forced to be structured activities outside lectures.

CONCLUSION

Considering the effectiveness of the instructional model applied with the study of *pretest-post test control group design*, it can be concluded that rhetoric based essay writing instructional model on students of English Department, Language Education and Art Major, Teaching and Educational Science Faculty, University of Lakidende Konawe is more effective than instructional without rhetoric based essay writing instructional model carried out by lecturers. This data can be seen from the average scores of the essay writing instructional results on the students in experimental class which is higher (**69,80**) compare to students in the controlled group which only reached (**64,85**) instructional results point. Based on that data, it can be concluded that rhetoric based essay writing instructional model is effective and worthy to be used for students and lecturers in English Department, Language Education and Art Major, Teaching and Educational Science Faculty, University of Lakidende Konawe.

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