ISSN: 1817-6798 (Print)
Journal of Tikrit University for Humanities
available online at: www.jtuh.org/

Cooperative Learning Technique and Writing Hortatory Exposition Text

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***Keywords*:**
Cooperative Learning,
Active Learning,
Teaching Technique,
Writing,
Education .

A R T I C L E I N F O

Article history:

Received	4 Jan	2023
Received in revised form	17 Aug	2023
Accepted	17 Aug	2023
Final Proofreading	10 Sept	2023
Available online	20 Sept	2023

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A B S T R A C T

Cooperative learning technique is an educational approach which aims to organize classroom activities into academic and social learning experiences. This technique is supposed to help students evaluate their knowledge which leads them to produce a better comprehension of writing hortatory exposition text(HET).

Hortatory exposition text is a type of text that provides details to support an opinion. It means that the text declares something to the readers by giving supporting statement and signal to convince it. To make the influence stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. Writing is used as a means to rearrange information improving higher-order thinking. It can deliver chance for students to think through arguments and use higher -order thinking skills to solve complex problems. This supposed to help students evaluate their knowledge which leads them to produce a better comprehension of the text.

This research sheds light on the importance of using cooperative learning technique in teaching writing hortatory exposition text in the classroom. So, it consists of three sections , section one includes problems, aims, and limits of the study with information's about cooperative learning technique, section two about writing hortatory exposition text, section three related to writing skill, and Section Four: The Obtained Results. Finally, the research ends up with some conclusions.

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DOI: http://dx.doi.org/10.25130/jtuh.30.9.1.2023.25

Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities

تقنية التعلم التعاوني كتابة نص العرض التشجيعي

وسن عامر طه/ جامعة تكريت/كلية التربية للعلوم الانسانية /قسم اللغة الانجليزية
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الخلاصة:

تُستخدم الكتابة كوسيلة لإعادة ترتيب المعلومات لتحسين مستوى التفكير الأعلى و يمكن أن توفر فرصة للطلبة للتفكير في الحجج واستخدام مهارات التفكير العليا لحل المشكلات المعقدة.

أسلوب التعلم التعاوني هو نهج تعليمي يهدف إلى تنظيم الأنشطة الصفية في خبرات تعلم أكاديمية

واجتماعية. من المفترض أن تساعد هذه التقنية الطلبة على تقييم معرفتهم مما يؤدي بهم إلى إنتاج فهم أفضل لكتابة نص العرض التشجيعي. ا ن كتابة نص العرض التشجيعي يعد نوع من انواع النصوص الذي يوفر تفاصيل لدعم الرأي. هذا يعني أن النص يعلن شيئًا للقراء من خلال إعطاء بيان داعم وإشارة لإقناعهم و لجعل التأثير أقوى ، يقدم المتحدث أو الكاتب بعض الحجج كأسباب أساسية لوجود شيء ما.

يلقي هذا البحث الضوء على أهمية استخدام أسلوب التعلم التعاوني في تدريس كتابة نص العرض التشجيعي للطلبة. لذلك ، فهو يتكون من اربعة اقسام ، القسم الأول يتضمن مشكلة واهداف وحدود الدراسة و معلومات حول تقنية التعليم التعاوني والقسم الثاني حول كتابة نص العرض التشجيعي والقسم الثالث يتعلق بمهارة الكتابة والقسم الرابع يتضمن نتائج البحث وانتهى البحث ببعض الاستنتاجات.

الكلمات المفتاحية: التعليم التعاوني, التعليم الفعال, تقنية التدريس, الكتابة, نص العرض التشجيعي, تعليم.

1.1 Statement of the Problem

Language is the most important device which is used by people to communicate with each other orally or written. English language is one of the most essential languages in the world because it is considered the language of knowledge, technology, business, trade…etc. It also has become a compulsory subject in schools and universities around the world. To learn a new language means to learn " a new culture, a new way of thinking, feeling and acting" (Brown, 2001:1). Therefore, many different methods and techniques are used to teach it.

Iraqi teachers always face a challenge to teach English in general and writing in particular to their students . As one of the language skills, writing is shone only when the other three language skills are excelled. It is the combination of process and product. It requires self-knowledge to express the thought process . On the other hand, students who do not have a good writing skill will find it difficult to get their message across. To be able to write proficiently, students must be proficient in grammar, punctuation, vocabulary, organization, and the mechanics of writing. Unfortunately, though the students have the knowledge in English but they find difficulties to express and write their thoughts. Therefore , teachers should be able to give opportunities to the students to write their ideas without being afraid of making mistakes(Berman and Cheng, 2010: 25-26).

In school, writing is like the way of life because it has an important function. It is needed for passing the course and mastering the subject matter. However, writing is still considered a difficult skill to be mastered. It is generally

considered a complex skill for students and learning how to write a coherent, effective text is a difficult and protracted(Flora et al.,2020:149). Learners of EFL may find that writing is the most difficult skill, the reason behind this comes from complexity in vocabulary, syntax and spelling. EFL students need more practice to acquire this skill as a productive skill, in other side the teacher needs to use effective techniques to motivate students towards learning writing skill(Rao, 2017:78).

In ELT, there are many techniques for teaching writing and there are some steps for teaching it in relation to the ages, interests, and abilities of students. It is necessary to apply techniques for teaching writing to involve students in some communicative work . One of the techniques that could be used by EFL teachers for teaching writing is called cooperative learning (CL, for short).

Implementing CL as a cooperative learning technique, where each student writes one idea for a multiple ability task and passes his/hre paper to another colleague could facilitate the process of EFL writing Hortatory Exposition Text (HET,for short). Hence, the current study is an attempt to investigate the effectiveness of the CL for teaching HET to EFL fifth year-scientific preparatory school female students.

1.2 Aims of the Study

The present study aims to identify the role of using CL technique for improving EFL students ability in writing HET .

1.3 Limits of the Study

The present study is limited to the fifth year-scientific preparatory school female students who are studying English for Iraq 5th Preparatory Student's Book at AL-Maysaloon Preparatory School for Girls in the city of Tikrit / Salah El-Deen Governorate, during the academic year 2021-2022.

1.4 Definitions of the Basic Terms

1.4.1 Cooperative Learning Technique

Cooperative learning is a group of learning activities that are organized so that learning is dependent on the socially structured exchange of information between learners in groups. Each learner is held accountable for his or her own learning and is motivated to increase the learning of others and it makes students work together in pairs and groups, they share data and help each other. They are a "team" whose players must work together in order to achieve goals successfully .

1.4.2 Writing Skill

Writing is one of the most important skills that teachers should teach to the students by helping them put their thoughts into words in a meaningful form and to mentally interact with the message.

1.4.3 Hortatory Exposition Text

Hortatory exposition text is one type of written skill that EFL students need to learn by using CL to help them solve their written texts' problems and improve their written achievement.

1.5 Cooperative Learning Technique

1.5.1 Concept of Cooperative Learning

Cooperative learning(CL, for short) is sometimes used as synonymous with collaborative learning. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. Cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups than collaborative learning. In CL models, a group learning activity is dependent on the socially structured exchange of information between learners. The learner engages "with more capable others (teachers, advanced peers, etc.), who provide assistance and guidance" . Collaborative learning technique has been developed within social constructivist schools of thoughts to promote communities of learners that cut across the usual hierarchies of students and teachers(Brown,2007:53).

Cooperative learning is based on the idea that learning is a naturally social act in which participants talk among themselves. It aims at achieving many of the objectives of higher education teaching that may not be attained through the lecture method. However, the use of collaborative learning techniques is not aimed at abandoning the lecture, but rather using active learning techniques to supplement lectures(Stenlev&Siegmund,2011:1).

Active Learning is anything that students do in a classroom other than merely passively listening to an instructor’s lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to “real life” situations and/or to new problems. Collaborative learning covers active learning activities which students do as groups rather than alone. Students work in groups and are assigned complex tasks(ibid).

Cooperative Learning is mediated by students rather than the instructor. Students work in groups to teach themselves content being covered. Teachers can utilize a variety of learning structures while providing cooperative learning. As a team work it can be used and applied in any type of assignment and skills, because it can give many benefits in the learning process(Khadafi,2017:57).

1.5.2 Advantages and Disadvantages of CL:

Richards and Rodgers (2014:246) offer the following six learning advantages for EFL students in cooperative language learning classrooms,as CL increase:

1. frequency and variety of second language practice through different types of interaction.
2. possibility for development or use of language in ways that support cognitive development and increased language skills.
3. opportunities to integrate language with Content-Based Instruction.
4. opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
5. freedom for teachers to master new professional skills, particularly those emphasizing communication.
6. opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Brown(2007:53) states that CL is viewed as a learner-centered approach to teaching that is held to offer advantages over teacher-fronted classroom methods, and also seeks to develop learners' critical thinking skills, which are seen as central to learning language skills .

Richards and Rodgers(2014:247) add that language teaching aims to:

a. provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities;
b. provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming).
c. enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
d. provide opportunities for learners to develop successful learning and communication strategies.

e. enhance learners' motivation and reduce their stress and to create a positive affective classroom climate.
f. promote intrinsic motivation,
g. heighten self-esteem,
h. create caring and altruistic relationships, and
i. lower anxiety and prejudice.

However Stenlev and Siegmund (2011:2) state the following disadvantages of CL:

Firstly, Students have different speeds of comprehension, as some students need longer time than others to understand and absorb information, which makes them try to catch up with others. This issue affects other students and creates tension for them because their level may decline or be delayed.

Second, Some students may try to take over the group. Not everyone has an equal voice in a group. One person may dominate the group while others feel left out and students do not trust the abilities of others in the group which results in tension and refusing to cooperate.

Third, Emotionally the quiet students may not feel comfortable and some students are shy or reserved and feel awkward when working with others.

Fourth, Sometimes people just do not get along with each other no matter how hard they try due to personal differences. Psychologically, the feeling of frustration when everyone is working hard and few students are doing their job. Usually one or two people end up doing an alternative job and all the group members may get the degree they do not deserve and do not understand properly.

1.5.3 Techniques of Cooperative Learning

According to Hapsari (2011:23-24) and Richard and Rodgers(2014:251-252) there are some techniques for using CL in the learning process. These techniques are:

1. **Think Pair Share**, In this technique, students think of the answers while a question is posed. Thinking of a response and pairing with their neighbours to discuss the responses, and share their responses with the whole class. Time limits and transition help discussion move smoothly. Students are able to rehearse responses mentally and verbally, and all students have an opportunity for talking. There are four steps of applying this technique such as:

a. Teacher poses a question (usually a low-consensus question),
b. Students think of a response,
c. Students discuss their responses with a partner, and
d. A student share his or her partner's response with the class.

2. **Three-Step Interview:** In this technique, students make groups of two or more. They use interview or listening techniques that have been repeated. One student interviews another about an announced topic. When time is up, students switch roles as interviewer and interviewee. Then, students in pairs join to form groups of four. Students take turns for introducing their pair partners and sharing what the pair partner has to say. This structure can be used as team builder, and also for opinion questions, predicting, evaluations, and sharing book reports. The steps of applying this technique are as follows:
   a. Students are in pairs; one is an interviewer and the other is an interviewee,
   b. Students reverse roles, and
   c. Each shares with his or her partner what is learned during the two interviews.
3. **Numbered Head Together:** It is useful for quickly reviewing objective material in a fun way. The students in each team are numbered. Only the students with the numbers are eligible to answer and earn points for their teams. In this technique ;
   a. Students number off in teams,
   b. Teacher asks a question (usually high-consensus),
   c. Heads Together: Students literally put their heads together and make sure everyone knows and can explain the answer, and
   d. Teacher calls a number and students with that number raise their hands to be called on, as in a traditional classroom.
4. **Pairs Check :** In this technique students are grouped into four members, then students work in teams of four with two sets of partners. Half of each team is given an assignment to master the material. After mastering the material, each of the half team shares with other teams and back to their teams for answering the questions of materials.
5. **Send a Problem** or (**Solve-Pair-Share**) : in this technique each student in a team writes a review problem on a flash card. When agreement of the answer is reached, teams write them on the backs of the cards.In this technique;
   a. Teacher poses a problem (a low-consensus or high-consensus item that may be resolved with different strategies).
   b. Students work out solutions individually.

c. Students explain how they solved the problem in an interview or Round Robin structures.

6. **Roundtable:** This technique is used for brainstorming, reviewing, practising, and serving as a team builder. Students are divided into three or four members of each group. The teacher asks a question which has multiple answers. Students take turns writing member's answer on the paper, then pass the paper and pencil to the next person. After all of them have done taking turn, they submit their answers or ideas. In this technique, there is one piece of paper and one pen for each team:
   a. One student makes a contribution,
   b. He/She passes the paper and pen to the student on his or her left, and
   c. Each student makes a contribution in turn.

Section Two: Hortatory Exposition Text

2.1 Concept of Hortatory Exposition Text

Hortatory exposition is a type of spoken or written text that aims to explain to listeners or readers that something should or should not happen or be done(Lasminiar,2020:125). Hortatory exposition text(HET, for short) refers to the text that focuses on generic human and non-human participants, except for speaker or writer referring to self .It uses mental processes and to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.(www.wordpress.com).

According to Knapp and Watkins (2005:191) Hortatory exposition is one of text types in English ought to be learnt by learners in formal education nowadays. It is an argumentative text that involves thinking, evaluation, and persuasion. Hortatory exposition text may be a content type clearly focusing learners on the reason of argument; that is , putting forward a viewpoint and giving evidence to support it.

Mills and Dooley (2014:13) mention that HET represents writers' endeavors to have the addressee do something or act in a certain way. It also belongs to influential content. Influential content can be a frame of letters, web pages, formal speeches, essays, sermons, and reports. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in logical books, diaries, magazines, daily paper articles, scholarly discourse or speakers, research report(Anderson and Anderson 1997:124).

Priyana(2008:161) states that a HET may be a type of talked or written content aiming to clarify the audience members or perusers that something ought to or ought to not happen or be done. Its goal is to induce the readers or listeners that something ought to or ought to not be the case. Hartono (2007:31) adds that HET is written content that aims to share ideas to persuade readers to agree or disagree to do something.

In HET, the students learn how to share suppositions, ideas or contentions in shape of composing or talking. The understudies are required to have the sufficient information to support their thoughts about the given themes. This condition energizes the understudies to be able to create or expand their contentions in order to reinforce their clarification. It also persuades them to think more critically about the issues that emerge in their everyday life(Hanum,2018:19-20).

2.2 Generic Structure of Hortatory Exposition Text

According to Kholis (2018:189-198) the generic structure of HET starting with a clearly expressed thesis. The thesis contains the position of the writer and the topic. In some cases, the thesis consists of one sentence expressing the topic will be discussed in body. It is followed by the argument stage, it contains the arguments of learners on the topic which are mentioned in the first stage. Here , learners think more critical in facing the problems stated in text, they can give a few agreements and disagreements based on their points of view. Then comes the final stage of HET is the recommendations. In this stage learners suggest advices and recommendations based on the issues from the thesis.

The difference of analytical and hortatory exposition is on the term of its generic structure in the last part that is called as reiteration in analytical exposition text and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer’s opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of HET is to argue a case for against a

particular position or point of view and it purposes a suggestion in the end of the argumentation(ibid).

Gerot and Wignell(1994) cited in Wahyuni,(2017:87-93) state that generic structure consists of thesis, argument, and recommendation. A thesis is an announcement almost the issues of concern. Following, argument is containing of the reason of doing something. Simply, the students got to give evidences, facts, and statistical data. Finally, recommendation is the articulation of what need to happen.

Husein and Pulungan(2017:4-5) add that the generic structure of HET has three components:

1. An introductory statement: It consists of the author's point of view, preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: This part contains paragraphs to convince the readers or listeners to believe in the author and it supports his point of view. They are clarified as follow:
   - A new paragraph is used for each argument.
   - Each new paragraph begins with a topic sentence
   - After the topic sentence comes the details to support the arguments
   - Emotive words are used to persuade the audience into believing the author.
3. Recommendation: Explanation of what ought or ought to not to happen or be done based on the given arguments.

2.3 Language Features of Hortatory Exposition Text

Hortatory exposition is a kind of text which represents the attempt of the writer to have the addressee do something or act in certain way . In order to make the reader easier get the purpose of the text , the writer is required to choose the suitable words and use appropriate sentence structures. (Husein & Pulungan,2017cited in Yanwar,2020:13)and Febrianti(2022:19-21) there are several language features of HET:

a. focusing on generic human and non-human participants,
b. using simple present tense,
c. using conjunction, e.g. and, or, but, because, for, if, and when,
d. using abstract nouns, e.g. culture, belief, consideration, etc.,

e. using action verbs, e.g. value, talk, watch, etc.,
f. using connectives, e.g. firstly, secondly, thirdly, etc.,and
g. using modal auxiliaries, e.g. can, will, should, etc.

Zakiah,(2020:16)adds that the language features of HET are:

a. focusing on the writer,
b. using abstract noun, policy, advantage, etc.,
c. using action verbs, e.g. value,correct,clean, etc.,
d. using thinking verb, e.g. think ,believe,expect,decide,hope,know,etc.,
e. using modal adverb, surely, certainly, etc.,
f. using temporal connective, firstly, secondly, etc.,
g. using evaluation words, important, valuable, trustworthy, etc.,
h. using passive voice., and
i. using simple present tense.

there are generic features for writing HET(ibid):

a. Hortatory Exposition Text focuses on generic human and non-human participants, except for speaker or writer referring to self,
b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.,
c. It often needs material processes. It is used to state what happens, e.g. has polluted ,
d. It usually uses simple present tense and present perfect tense,and
e. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, in the end, etc.

Section Three: The Process of writing

3.1 Nature of Writing

Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. It is one of the most important skills acquired in the life of the individual. It is the key to acquiring a variety of sciences and knowledge (Khalaf and Sabah,2018,.2).

Nazario, (2010:5) add that writing is a form of thinking. Our brains process ideas in different ways; mathematically, musically and visually. But our use of language is the

basis of all thinking.Writing is a form of thinking . Although, the brains process ideas in different ways; mathematically, musically and visually, but the use of language is the basis of all thinking .

It is one of the four English skills, and it is seen as a productive skill since it allows the language user to create and develop texts(Harmer,2007:31) .

Writing is "a progressive activity ; it means that when we first writing something down, we have already been thinking about what we are going to say and how we are going to say it "(Oshima and Hogue,2006:2) .

3.2 Characteristics of Good Writing

Hapsari(2011:10-12) states that learners in writing should concern at least five aspects for good writing namely : unity, organization, grammar, word choice, and mechanics, as follows:

1.**Unity**

Unity is an important element of the text to make it attractive for reading. If the text is about a specific thing or object, then all the sentences in the paragraph should talk about this object to express the paragraph in the appropriate meaning. It means that all the sentences refer to the main idea, or the topic sentence of the paragraph. The supporting sentences which support the main idea should be interrelated and relevant to the topic sentence.

2. **Organization**

When writing a text, three main parts should be used: an introduction, a body (at least one, but usually two or more paragraphs), and a concluding paragraph. In this part, concern with organization of HET consisting of the thesis, arguments, and recommendation.

3.**Grammar**

Good writing must show correct grammar pattern; When writing a specific text, such as writing HET the rules for grammar which are related to this genre of writing should be used.

4.**Word choice**

Word choice should have the correct vocabularies and correct word forms. Students have to choose appropriate words to express ideas in their writings.

5.**Mechanics**

They consist of punctuation marks, indentation, and capitalization of letters. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with sentence structures. They also must concern with the indentation and capital letters. For example, indentation is used when making a new paragraph and a capital letter is used to start a sentence.

Laili(2019:16)adds two others characteristics for good writing, these are: coherence and cohesion .

1.**Coherence**

Sentences are structured so that the reader can easily understand thoughts. This means that the sentences must be organized in a logical way and they must follow a specific plan for development. That is, the transition from one sentence to another must be logical and smooth. There are four ways to achieve coherence . The first two ways involve repeating key nouns and using pronouns that refer back to key nouns . The third way is to use transition signals to show how one idea is related to the text . The last way to achieve coherence is to arrange all sentences in logical order.

2.**Cohesion**

To make the paragraph cohesion, the sentences must be connected to each other to support the ideas of the topic. Boardman and Frydenberg (2004:36) add that "a paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices”.

3.3 Types of Writing

Warriner(1988:44) and Chapman & King(2009:41) state there are four types for writing:

1.**Expository Writing**

Expository writing is used in essay writing in which the students or writers give the main idea in an introductory paragraph, which is followed by two or three paragraphs that contain precise facts and figures to justify the topic . In addition, it contains a concluding paragraph that summarizes the topic accurately to the readers. An example of this type; online learning versus classroom learning.

2.**Persuasive Writing**

In this type, students or writers present their opinions to influence the reader. Persuasive writing is more complex than other types of writing. It presents an argument for writing. This type consists of expressing an opinion and taking a position on something and supporting that opinion in a way that convinces the reader. This type contains an explanation to the other points of view and uses facts to support the writer’s position .The examples of this kind are; debate position papers, essays, editorials, letters to the editor, or news articles.

3.**Narrative Writing**

In this kind the author tells a story, that could be a fiction or fact stories, plays or a summary of a story. Students spend a significant amount of time learning how to write narrative. Narrative writing is not always in the first person and is organized with a beginning, middle and end. For instance, one can write a story about an event, person, place or thing in a newspaper.

4.**Descriptive Writing**

This type focuses on one subject and uses specific details to describe an idea. A student's descriptive writing should be more accurate and subtle using metaphorical and figurative language. Descriptive writing describes fictional and non-fictional stories, characters, poetry, and reports.

3.4 Principles for Teaching Writing

Nation(2009:93-94) states that the following principles are used for evaluating teaching and learning activities to choose the best to use, and to assess writing to ensure that students are well educated during the study period:

- **Meaning-focused Input**

Learners must bring their experience and knowledge into their writing. For writing to be successful and meaningful to learners if they are well prepared and have knowledge of what they are going to write. This preparation is done by choosing a topic or prior knowledge of that topic.

- **Meaning-focused Output**

Learners should do lots of writing and lots of different kinds of writing. This is a very powerful principle for each of the four skills. Different types use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in.

The aim of the learners should be to focus on the purpose of the message. The writing should be done in order to deliver a message to the reader, and the writer should think about the reader while writing in order to convey the idea to him.

- **Language-focused Learning**

This principle focuses on the importance of language in the writing process. This importance is summarized in:

1.Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.

2.Learners should have conscious strategies for dealing with parts of the writing process.
3.Where the first language uses a different text or where learners are not learn in their first language, the learners should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements.
4.Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.
5.Teachers should provide and arrange for feedback that encourages and improves writing.
6.Learners should be aware of the ethical issues involved in writing.

- **Fluency Development**

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material.

3.5 Writing and Critical Thinking

Writing is used as a means to restructure knowledge improving higher-order thinking. It can provide opportunity for students to think through arguments and use higher -order thinking skills to solve complex problems. Writing positively influences critical thinking performance for students. Therefore, there is a deep relationship between critical thinking and writing so writing affects critical thinking skills(Marzano,1991:518).
Writing is the most commonly used and effective means of self- expression in all fields of human life, whether personal, social or professional (Badie,2021:44-55).

Writing initiates critical thinking more than speaking or reading. It is a reaction and a response to thought and feeling about a specific subject. Writing has a logical and linear flow making the self- correction of critical thinking a more natural step in the process. Writing does not only communicate ideas but also is a process by which ideas are corrected and clarified and this is in line with critical thinking. Therefore, if students want to develop critical thinking through their writing skill, they must follow the following characteristics(Moon,2011:33-37):

1. Clarify Purpose: it means the purpose of the writer when students read and when they write their responses.
2. Formulate clear questions: the author asks while students read the raised questions and write their responses.
3. Accurate and Relevant: when students write a text or a composition, their information must be prepared precisely and relevantly.
4. Reach logical inferences and conclusions: according to this characteristic, students will read in order to prepare for writing and draw conclusion about what they understand.
5. Distinguish significant and deep concept: the writer explains which items are important then the students can write what they think and can draw conclusion.
6. Students must differentiate between justifiable and unjustifiable assumption and understand what the writer means in order to guide them for thinking while they write.

Paul & Elder(2012:435) state that critical thinking is the mental process of analyzing a situation by gathering information from all possible sources then evaluating both the tangible and intangible aspects as well as the implications of any course of action. If students want to develop writing skills they must know critical thinking activities .

Section Four: The Obtained Results

4.1 The Obtained Results

The obtained results of the current study show that the performance of the experimental group who has been taught by using the CL is better than that of the control group who has been taught by using the conventional method. This means that the CL has proved to be more effective in teaching the EFL fifth year-scientific preparatory school students writing HET.

It is concluded that the improvement of the students' performance in writing HET could be attributed to the role of CL in:

1. providing students with multiple opportunities to participate actively since they are motivated to take part in class activities and tasks.
2. strengthening classroom relationships.
3. integrating the four language skills.
4. improving students' confidence in their learning ability.
5. improving students' autonomy
6. using class time efficiently.

7. encouraging creativity, and helping students to understand, memorize and retrieve better.

8. enabling students to create, organize and better connect relationships between ideas, as well as, improve effectively the way students record information and enhance their retention.

Conclusions

The student's performance in writing HET could be attributed to the role of CL technique in:

1. providing students with multiple opportunities to participate actively since they are motivated to take part in class activities and tasks.

2. strengthening classroom relationships.

3. integrating the four language skills.

4. improving students' confidence in their learning ability.

5. improving students' autonomy

6. using class time efficiently.

7. encouraging creativity, and helping students to understand, memorize and retrieve better.

8. enabling students to create, organize and better connect relationships between ideas. As well as, improves effectively the way students record information, and enhance their retention.

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