AN ANALYSIS OF STUDENTS ABILITY IN WRITING HORTATORY EXPOSITION TEXT: A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 LABUAPI IN ACADEMIC YEAR 2017/2018

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ABSTRACT

This study is aimed at finding out the students’ ability and difficulties writing hortatory exposition text. The issues investigated were whether the students find difficulties in writing hortatory exposition text, the kind of difficulties they face in writing hortatory exposition text. By applying the descriptive quantitative method, the writer took three classes consisting of 60 students as the sample. The researcher identified the students’ ability in writing hortatory text by collecting the students’ writing test. As well as, the students’ interview to support the data. The result of the study reveals that the average writing achievement was 45.23, which mean that the eleventh grade students of SMAN 1 Labuapi in academic year 2017/2018 categorized as poor level in writing hortatory exposition text. Based on the data, several kinds of writing difficulties were found such as, in writing the generic structure, they were unable to use the generic structure completely, in developing their ideas, unable to making a paragraph, lack of vocabulary, grammatical errors, and did a lot mistake in mechanics, they were unable using appropriate spelling, punctuation and capitalization. These difficulties are caused by some reason, the lack of motivation, lack of supporting materials in writing and uncreative method in Teaching English.

Keywords: Writing, Ability, hortatory exposition text.
1. Introduction

Writing is one of the important language skills in English which cannot be underestimated. Richards and Renandya (2003:303) states that writing is the most difficult skill to L2 learner to master. As one of the language skills, writing is always offered in most English Language courses. In many classroom courses the emphasis is wholly on the written language. People need language for communication using spoken language and written language. Written language is usually used in the publication such as books, magazines, new papers, and literary works. It shows that the acquiring of writing skill plays an important role in our living, because we always use language for communication. Besides, more people need to learn writing English for occupational or academic purposes that can support their carrier in the future. Therefore, the students should master writing skill.

There are many kinds of text that can be used to improve writing skill such as narrative, descriptive, explanation, recount, information, report, and argument. Each type of texts has its own generic structures, textual features and grammatical features. These genres aimed at developing English teaching program in which the students are hoped to be able to express ideational, interpersonal and textual meaning (Sujanaet. al. 2015: 5).
One of the text which students must learn and produce in the eleventh grade in senior high school is hortatory exposition text. According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. It is aimed to persuade the readers that something should or should not be the case. In other words, this kind of text can be called as persuasive. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.

Based on an interview with a Teacher at SMAN 1 Labuapi, there are students who are still unable to construct written texts especially in hortatory exposition text, because they have difficulties in writing the generic structure of hortatory exposition text that are thesis, arguments, and recommendation, also the students have lack of vocabulary and they have a low motivation in learning at the same time. Therefore, they cannot continue writing because they think writing hortatory exposition text is difficult.

As English teacher, paying attention to the students writing ability is important because their ability may show our achievement in Teaching. By knowing the students ability in writing, the teacher can find the other method or technique which is worth to the students.

Based on the description above, the writer is interested in analyzing the students ability in writing hortatory exposition text. So, the writer decided to conduct a research entitled “An Analysis Of Students Ability In Writing
Hortatory Exposition Text: A Study At Eleventh Grade Students Of SMAN 1 Labuapi in Academic Year 2017/2018”.

2. Research Question

Broadly this research is aimed to answer the following questions:

1. To what extent are students able to write hortatory exposition text at the eleventh grade students of SMAN 1 Labuapi?

2. What are the difficulties faced by the students in writing hortatory exposition text at the eleventh grade students of SMAN 1 Labuapi?

3 Purpose Of The Study

The purpose of the study is:

1. To find out to which extent students are able to write hortatory exposition text at the eleventh grade students of SMAN 1 Labuapi.

2. To identify the difficulties faced by students in writing hortatory exposition text at the eleventh grade students of SMAN 1 Labuapi.

4 Significance Of The Study

The result of the study is intended to contribute to theoretical and practical significance:

1. Theoretical significance

   - The result of this study is expected to develop our knowledge in the teaching of hortatory exposition text.
2. Practical significance

- To encourage students to learn more about hortatory exposition text and its structure, so they can construct correct English sentence in their writing.
- To help English teachers improve their teaching skills and design lesson plans that are more interesting to the students.

5. Previous Related Study

In this study, take three previous related studies for the research. Sri Wahyuni (2016) found that the student’s ability in writing hortatory exposition text was categorized “fair level”. It can be proved by the average of students’ writing mean score that was 61.65. The students still have difficulties in developing the idea, writing generic structure and language feature of hortatory exposition text.

On the other hand, the second study was conducted by Putri (2013) the study described about the students ability in writing hortatory exposition text in terms of generic structure and lexico-grammatical feature. The study revealed that most of the students have difficulty in writing recommendation. And the second is about lexico-grammatical feature, the crucial problem of students in lexicogrammatical feature deals with grammar.

In addition, Wulandari (2015) the result of the study showed that most of the students have difficulties in writing thesis, because the main point to start a good hortatory exposition text is the good thesis to start the issue that will be written in the text.
Based on the three studies above, In the first study the researcher found that the students ability in writing hortatory exposition text was fair level. While in the second study the researcher found about the students difficulties in writing hortatory text based on genre structure and lexico-grammatical. And the last study only focus on the students difficulties in writing hortatory text. This research will be different from the three studies, because three studies (Wahyuni), (Putri), and (Wulandari) investigate the students ability in writing hortatory in junior high school and students difficulty in senior high school. However, in this study the writer will not only focus on analyzing students ability in writing hortatory exposition text but also the students difficulties area that students commonly have in writing hortatory exposition text.

6. Research Method and Design

This research used Descriptive quantitative method to obtain the data. The data would obtain the result of writing test in the form of hortatory exposition text which conducted by the students. In this method, the writer analyzed and identified the students ability in writing hortatory exposition text based on their achievement and other related condition in writing hortatory exposition text to the research question.

The population of this research was the eleventh grade students of SMAN 1 Labuapi in academic year 2017/2018. There were 60 students in the eleventh grade. Based on the reason that the population was less that stated by Arikunto (2010) that “if the population is less than 100, it is better to take all of the
population as the sample of the research”. Then the sample would be taken from all the population. So, the total of population was used as sample.

In collecting the data, there are two kinds of instruments used. The first was the students written about hortatory exposition text. The second was interview. The interview process was provided in written language. The reason using interview was to get supported data accurately. There were 5 questions in the interview, written in Indonesia language aiming to help students understand to content of each question easily.

In terms of data analysis, the writer used the formula forms (Sudijono, 2009). In the giving grading criterion on the students score in writing hortatory exposition text adopted the test score by Harris (1969).

7. Research Finding and Discussion

The students sum of the final score was 2714. Therefore, the mean score of writing test of the class was 45.23, the mode was 40, the median was 41.5 and Standard deviation is 12.78. This achievement shows that the students writing ability was poor.

The following are the percentage of students level ability in writing hortatory exposition text.

Table 4.1.2 Students Ability In Writing Hortatory Exposition

<table>
<thead>
<tr>
<th>Students level</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2 students</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td>13.33%</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Poor</td>
<td>29</td>
<td>48.33%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>17</td>
<td>28.33%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above showed the data of the students writing ability based on the writing test that has already been given. There were 2 students (3.33%) who achieved excellent level, eight students (13.33%) achieve the good level and there were 4 students (6.67%) belonged to the fair level and 29 students (48.33%) belonged the poor level, and 17 students (28.33%) were at very poor level.

The next step was determining the students level based on the calculation of the mean score in each aspects. It was aimed to figure out the students strength and weakness in each aspect.

**Table 4.1.4**

**Organizing idea**

<table>
<thead>
<tr>
<th>Total of real score</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Sd</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3399</td>
<td>56.65</td>
<td>49</td>
<td>49</td>
<td>12.16</td>
<td>Fair</td>
</tr>
</tbody>
</table>

Based on the calculation above, the mean score of the students writing test result in terms of organization ideas aspect was 56.65, the mode was 49, the median was 49 and the standard derivation was 12.16. It concluded that the writing skill level of eleventh grade students of SMAN 1 Labuapi in terms of organizing ideas aspect belonged to the fair level.
Table 4.1.5
Developing idea

<table>
<thead>
<tr>
<th>Total of real score</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Sd</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3338</td>
<td>55.63</td>
<td>49</td>
<td>49</td>
<td>12.03</td>
<td>Fair</td>
</tr>
</tbody>
</table>

The next was the aspect of developing idea. The table above showed that the mean score of the students writing result was 55.63 the mode was 49, the median was 49 the standard derivation was 12.03. It concluded that the writing skill level of eleventh grade students of SMAN 1 Labuapi was categorized as fair level.

Table 4.1.6
Grammar

<table>
<thead>
<tr>
<th>Total of real score</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Sd</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2741</td>
<td>45.68</td>
<td>39</td>
<td>44</td>
<td>8.2</td>
<td>Poor</td>
</tr>
</tbody>
</table>

In terms of the grammar aspect, the mean score of the students writing skill was 45.68, the mode was 39, the median was 44, and the standard derivation was 8.2. So, the writing skill of the eleventh grade students of SMAN 1 Labuapi was categorized as the poor level.

Table 4.1.7
Vocabulary

<table>
<thead>
<tr>
<th>Total of real score</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Sd</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3272</td>
<td>54.53</td>
<td>59</td>
<td>54</td>
<td>11.63</td>
<td>Fair</td>
</tr>
</tbody>
</table>
Then, the mean score of writing skill of the eleventh grade students of SMAN 1 Labuapi in terms of vocabulary aspect was 54.53, the mode was 59, the median was 54, and the standard derivation was 11.63. It was categorized as fair level.

**Table 4.1.8**

**Mechanism**

<table>
<thead>
<tr>
<th>Total of real score</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Sd</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2832</td>
<td>47.2</td>
<td>39</td>
<td>49</td>
<td>10.27</td>
<td>Poor</td>
</tr>
</tbody>
</table>

The last was the mechanic aspect. The mean score of the writing skill of the eleventh grade students of SMAN 1 Labuapi in terms of the mechanic aspect was 47.2, the mode was 39, the median was 49, and the standard derivation was 10.27. It was categorized as the poor level.

Based on previous analysis, the writer found the result of the research. There were many students difficulties in writing hortatory exposition. The result of this research show that the main aspects in writing hortatory exposition text that became the difficulty for the students were grammar and mechanism.

The support data from interview, Based on the interview data from 60 students in each statements, the writer found that there were 17 (28.3%) students answered that they always face difficulties in making good sentences became paragraph, whereas there were 5 (8.3%) students have difficulties in using grammar. 11 (18.3%) students answered that they have lack in writing vocabulary. 4 (6.6%) students answered that they often did some mistake in arranging the sentences and 23 (38.3%) students answer that they have difficulty
to arrange their idea or to write the structure. In other words, the result show that many students had difficulties in mastering English grammar.

The Students Perspective about Their Difficulties From The Generic Structure. There were 23(38.3%) students have difficulties in thesis. They said that write thesis was difficult. As the result, the students spent a long time to think what should be written. Also, they were confuse how to start writing. Based on the finding, there were 19 (31.6%) students have difficulties in writing arguments, they said that it was difficult to arrange the sentence into the coherent one. And the last, 18 students (30%) students have difficulties in writing recommendation, they said that they should considered about the suggestion and think hard to reader.

The students conducted the strategies while learning, to solve their problem in writing. There were 40 (66%) the students asking for help from friends who have better understanding in writing, 15 (25%) used strategies by reading books and the other additional resources such as, dictionary, and articles. While there were 5 (8.3%) asking help from the teacher.

The data that has emerged from this study point out some kinds of difficulty in writing hortatory exposition text. hence, this section discussed the research finding by examining each of the main data categories presented in previous section.

a. Generic Structure
There were a lot problem for the students in learning English, but the urgent one was the students difficulties in writing generic structure hortatory exposition text. Most of the students were unable to write text based on the generic structure, they unable to write text based on the generic structure. The difficulty lies in writing the thesis statement. Thesis statement is the beginning of making paragraph and construct the idea. The finding in Putri’s study (2013), similarly revealed that one of the problems perceived by the students in writing the thesis of hortatory exposition text was related in writing idea. It was state that “The students did not write the clear introduction of the main idea” Putri (2013). This indicates that having knowledge, good arrangement, show the point of the topic is important in writing thesis. While in writing arguments they did not contain the appropriate opinions to support the main idea. Based on the finding, the difficulty faced by the students in writing recommendation was the lack of knowledge that students had about how to write the suggestion and what should be informed in recommendation section.

To solve the problem in the generic structure, the teacher and students should had initiatives used the language and try a lot writing practice. Regarding with such case Harmer (2001), state that “The actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience”. Also Wahyuni (2016), the students were
suggested to learn and do more exercise about generic structure and language feature in hortatory exposition text to have good writing.

b. Developing idea

Based on the finding, the students were unable to making a paragraph or controlling the idea. They have problem to express about what they want to write. That problems made the students produced short and poor writing product. This finding similarly with Wahyuni’s study (2016) which state that “the students still have problem in developing the idea of hortatory exposition text”. Also, Harmer (2001) state that “ for many learners, the time to think things through, to produce language in slower way, is invaluable”. The finding from Wulandari’s study (2015) state that “ writing is difficult because it’s not a language that used in daily, they are seldom to doing practice in writing especially in English. Most of them without practice will be love to write because it’s their passion”. The finding indicates that the students should try to read more in order to add their knowledge in their writing skill.

c. Grammar

Most of students made grammatical errors. The students did not used correct form of simple present tense in writing sentence.

Example:

- *Smoking had a lot of bad effect in our life....*

  The correct one was,
- *Smoking have a lot of bad effect in our life*…. 

Some students had difficulty in using personal pronoun. It might the fact that they had lack understanding about using of personal pronoun in writing hortatory exposition text.

Example:

*Smoking is danger for we are health*.. 

The correct one was, 

*Smoking is danger for our health*... 

The finding is in line with Putri’s finding (2013)which state that “Most students had difficulty in using simple present”. Harmer (2001) suggested that “if our students want to express themselves in speaking or writing, they need to know how to perform these functions, such as form of inviting, apologizing, asking for information, etc”. It indicates that the students had to know how to used grammar and vocabulary to express certain meaning.

d. Vocabulary

This study found that vocabulary was one of another problems in writing. The students lack of vocabulary, then when they were writing they were confused to write. It may they did not like reading in English. Also, they still used their Indonesian writing style when they write text in English. According to harmer (2001), “all students make mistake at various stage of their language learning. It is part of natural process they are going through and occurs for a number of reason. In the first place, the students own language may get in the
way”. The teacher role in learning writing would give good impact toward students motivation. Harmer, (2001) suggested “the teacher job is to expose students to language so that can use it later”. This indicates that they had to practice their English language to improve their vocabulary.

e. Mechanics

Mechanism determined the success in creating a good paragraph that could be understood by the readers. Unfortunately, from the finding in this study, a lot of students did the mistake in mechanism, they were miss using appropriate spelling, punctuation and capitalization. This part of teacher to give the students information about what students need to pay attention. Harmer (2001) state “teacher can tell their students that for a particular piece of work they are going to correct mistakes of punctuation, or spelling and grammar, etc. It makes the students concentrate on the that particular aspect and it cuts down on the correction”. After known what should be corrected. It helps the students to pay attention and careful in writing.

8. Conclusion

Based on the research finding and discussion of the study, some conclusion can be drawn as the following.

a. Regarding as the students mean score, which was 45.23, the writer concluded that the students writing ability of the eleventh grade students of SMAN 1 Labuapi in academic year 2017/ 2018 in the form of hortatory exposition text was categorized as the poor level.
b. The study found that many students had difficulties in writing hortatory exposition text. After analyzing the result of students assignment, several kinds of writing difficult were found such as, in writing the generic structure, they were unable to use the generic structure completely, in develop their ideas, unable to making a paragraph, lack of vocabulary, grammatical errors, and did a lot mistake in mechanics, they were unable using appropriate spelling, punctuation and capitalization.

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