

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING HORTATORY EXPOSITION TEXT BY THE SECOND YEAR STUDENTS OF SMA N 7 PADANG

Dona Dian Putri¹, Khairul Harha², Welya Roza²

¹Student of English Department, The Faculty of Teacher Training and Education of
Bung Hatta University

E-mail : Donna_chubbyei@yahoo.com

²Lecturers of English Department, The Faculty of Teacher Training and Education of Bung
Hatta University

Abstract

This research was aimed at describing the difficulties faced by the second year students of SMA N 7 Padang in writing hortatory exposition text. The design of this research was descriptive in nature. The population of this research was the second year students of SMA N 7 Padang . The number of the population was 335 students. The number of sample was 66 students selected by using stratified cluster random sampling. The instrument was writing test. Before doing the real test, the researcher tried out the test. The result of the try out test showed that the reliability of the test was 0.99. The findings of this study were that based on the findings, it could be concluded that in general students had no difficulties in writing hortatory exposition text. In line with the conclusion the researcher suggested to the English teacher to use more effective strategy in teaching writing in order to minimize the students' difficulty in writing hortatory exposition text. The students are suggested to do more exercises of writing hortatory exposition text, it is expected that the difficulties could be minimized.

Key words : Hortatory Exposition text, Difficulties, SMA N 7 Padang, Writing Skill

Introduction

As a skill in English, writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. Writing practice can help the students to improve their vocabulary and of course increase their ability in grammar. In other word, writing is useful for many purposes.

According to Gerot and Wignell (1994:194), there are thirteen genres. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote. Among the texts, some of them have been taught since junior high school based on school's curriculum. One of them is exposition text. It is divided into two types of exposition text. They are

analytical exposition and hortatory exposition (Rosa *et. al*, in Idriani (2005:2).

Writing is one of the most important skills in learning language beside listening, speaking and reading. Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

According to Byrne in Roza (2011), there are five components that should be considered in writing:

1. Organizing idea

Ideas are the most important factors in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

2. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

3. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply in what he/she is telling about.

4. Mechanics

- Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, punctuation is standard set of marks used in written and printed texts to clarify meaning and to separate sentences, words, and parts of words. It can also help readers to understand the state of mind of the writer.

- Capitalization

Capitalization is practices of using capital letters in writing or printing.

- Spelling

Spelling is the process or activity of writing or naming the letters of a word. In other word, spelling is the writing of one or more words with letters.

5. Content

Content is how the writer develop his/her idea related with the topic that he or she wants to discuss.

Based on the theories above, the researcher concludes that there are five components that should be considered in writing.

The general aim of this study was to describe the second year students' difficulties in writing hortatory exposition text. Specifically, the purposes of this study were as follows:

1. To find out whether the second year students of SMA N 7 Padang had difficulties on generic structures in writing the hortatory exposition text or not.
2. To find out whether the second year students of SMA N 7 Padang had difficulties on language features in writing the hortatory exposition text or not.

RESEARCH METHOD

The design of this study was descriptive one. Gay (1987:10) states that descriptive research involves collecting data in order to test hypothesis or answer question concerning the current status of the subject of the study. The population of this study was the second year students of SMA N 7 Padang. The total number of population was 335 students. In choosing the sample, the researcher used stratified cluster random sampling. Stratified sampling was used because the population was in two strata (IPA and IPS). Cluster sampling was used because the population at each strata was distributed in groups or

classes. The number of sample was 66 students.

The instrument used to collect the data in this research was writing test in the form of writing text. The test was used to know the students' difficulties in writing hortatory exposition text. The researcher tried out the test to the students out of sample before giving the real test. It was done to let us know whether the students understood the instruction or not, and to see whether the time allocation was enough or not.

To have a content validity the researcher constructed the test based on the curriculum, syllabus, and teaching materials.

Two assessors was used to minimize the subjectivity in scoring and two assessors analyzed coefficient correlation of the reliability of this test. To calculate the scores given by two assessors, it was analyzed by using Pearson Product Moment Formula by Arikunto (2010:72) :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

The researcher found that the degree of coefficient correlation of the test was 0.99 (see appendix 3).

To analyze the data of the students' difficulties in writing hortatory exposition, the researcher used some criteria, as follows:

1. Both assessors checked the students' difficulties using the following criteria :
 - a. It is said that the students had difficulties in thesis, if it did not contain the introduction to the main idea or event that will be raised or discussed.
 - b. It is said that the students had difficulties in arguments, if it did not contain the opinions of the writer to support the main idea.
 - c. It is said that the students had difficulties in recommendation, if it did not contain the solicitation to the reader.
 - d. It is said that the students had difficulties in language features, if the students did not use simple present tense, temporal connective, personal pronoun I and we and modal in their writing test.

The researcher analyzed the data by the following steps :

1. The researcher calculated the percentage of the students who have

difficulties on each aspect of hortatory exposition text, by using the following formula ; proposed by Sudjana (1990:30) :

$$P = \frac{F}{N} \times 100\%$$

2. The researcher interpreted the difficulties in writing hortatory exposition text dealing with generic structure and language feature, if the number of the students who had difficulties was more than 50 %.

Findings and Discussions

Based on the result of analyzing data, the researcher found 19 (29.69%) students had difficulties in writing hortatory exposition text. It was also found that 2 out of 64 students (3%) had difficulties in writing thesis, 10 out of 64 students (15%) had difficulties in writing arguments. 36 out of 64 students (56%) had difficulties in writing recommendation.

Another finding of this study was that 49 out of 64 students (76%) had difficulties in using simple present tense. 1 out of 64 students (1%) had difficulties in using temporal connective. 14 out of 64 students (21%) had difficulties in using personal pronoun. 21 out of 64 students (32%) had difficulties in using modal.

Discussions

One of the result of this study, in general revealed that students did not had difficulties in writing hortatory exposition text. However, they had difficulties in two aspects; they are writing recommendation and using simple present tense.

The students did not write the clear introduction of the main idea. It is indicated from their writing answer sheet. As an example, the title of the hortatory exposition is *the importance of reading*, but in thesis, she did not write the clear introduction what is the importance of reading. Some students wrote *reading had lot of and good effect in our life among of them are...* the correct one is, i am writing to explain the importance of reading. In writing arguments, they did not contain the appropriate opinions to support the main idea. It is indicated from their writing answer sheet. As an example, the main idea is, *school is one of place where we get knowledge.., After graduate from school, i want to...* but in the argument the students did not write the appropriate reason to support the main idea.

In writing recommendation, based on the finding, the difficulty faced by most students in writing recommendation was the solicitation for the reader. This difficulty might be caused by the lack of

knowledge that students had about how to write recommendation, and what should be informed in recommendation section.

Example of students' writing on recommendation.

So, it's obvious that everyone needs to watching tv to get knowledge, information and also entertainment. Reading is very important in our life. The right one is, So, it's obvious that everyone should watch tv to get knowledge, information and also entertainment. Reading is very important in our life.

Most students had difficulty in using simple present. The students did not use correct form of simple present tense in writing sentences. It is shown in the following examples:

Example 1

Reading had lot of bad and good effect in our life, among of them are... The correct one is, reading **have** a lot of bad and good effect in our life, among of them are...

In using temporal connective, only student had difficulty in using temporal connective. She did not use temporal connective in her writing test like *first, second, third, etc.* It might be caused by the fact that she probably did not know how to use temporal connective in writing hortatory exposition text. As an example,

The link must be blocked.... Material on the sites is not give good attitude... Little bit of students are pregnant without get married.

The correct one is, **First**, the link must be blocked.... **Second**, material on the sites do not give good attitude...**Third**, little bit of students are pregnant without getting married.

Some students had difficulty in using personal pronoun. It might be caused by the fact that they probably had lack understanding about the using of personal pronoun in writing hortatory exposition text. as an example, *reading a book can to add knowledge...*The correct one is, reading a book we can add our knowledge... some students had difficulty in using modal. It was probably caused by lack of understanding of using modal in hortatory exposition text. Modal is one of important part in writing hortatory exposition text, especially in writing recommendation.

Conclusions and Suggestions

Based on findings as already discussed in the previous chapter, the researcher drew the following conclusions:

1. In general, some students still had difficulties in writing hortatory exposition text.

2. The difficulties in writing generic structures in writing hortatory exposition text.
3. Another conclusion that could be drawn that some students had difficulties in writing language features in writing hortatory exposition text.

Bibliography

- Arikunto, Suharsimi. 2010. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara
- Gay, L. R. 1987. *Educational Research: Competencies for Analysis and application*. Third Edition. New York: Merrill Publishing Company.
- Gerot, L. and Wignel, P. 1994. *Making Sense of Functional Grammar: An Introductory Work Book*. Sydney : Gerd Stabler.
- Idriani, Selfa. 2005. *The Ability of the Third Year Students of SMA Adabiah Padang to Comprehend Hortatory Exposition Text*. Padang : Unpublished Thesis of FKIP of Bung Hatta University.
- Nunan, David. 2003. *Practical English Language Teaching*. First Edition. New York: McGraw Hill.
- Rosa, R. N.*et.al*. 2008. *English for General Purposes*. Padang. Sukabina Offset.

- Roza, Z. 2001. *An Analysis on the Ability of the Fourth Year English Department Students of Bung Hatta University in Writing Chronological Order Essay*. Padang: Unpublished Thesis. Bung hatta University.
- Sudjana. 1990. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Tarsito.