

# AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF SMA N 1 SULIKI IN REARRANGING SCRAMBLED SENTENCES INTO A GOOD HORTATORY EXPOSITION TEXT

Elisa<sup>1</sup>, Lely Refnita<sup>2</sup>, Lisa Tavriyanti<sup>2</sup>

<sup>1</sup>The Students of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

Email: [elisa.09186@yahoo.com](mailto:elisa.09186@yahoo.com)

<sup>2</sup>The Lecturers of English Department, the Faculty of Teacher Training and Education, Bung Hatta University

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## Abstract

*Writing is a basic language skill; just as important as speaking, listening and reading. In this research, the researcher wanted to know the ability of the second year students at SMA N 1 Suliki in rearranging scrambled sentences into a good hortatory exposition text. The instrument that was used to collect the data in this research was writing test. The subjects were 30 students from XI IPS 3, and 30 students from XI IPA 2 class at SMA N 1 Suliki. The result of this research showed that in general the ability of the second year students at SMA N 1 Suliki in rearranging scrambled sentences into a good hortatory exposition text was moderate. There were 29 students (48.33%) who got moderate ability. Specifically, the students' ability in rearranging the sentences into a good paragraph was moderate. It was proved by fact that 24 students (40%) got high ability, 28 students (46.67%) got moderate ability and 8 students (13.33%) got low ability. The students' ability to group the sentences into the thesis, arguments, and recommendation was moderate. It was proved by fact that 22 students (36.67%) got high ability, 28 students (46.67%) got moderate ability and 10 students (16.66%) got low ability.*

**Key words:** writing, scrambled sentences, hortatory exposition text.

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## A. Introduction

English is one of the international languages. It is used in international communication and becomes the key language to understand science and technology and to participate actually in international commerce. Because of the importance of English, our government has decided English as one of the compulsory

subjects at junior and senior high school. English students try to learn and use it to listen, speak, read and write. One of the ways to master English well is writing. Writing is a complex skill that needs writer's ability to use appropriate vocabulary, grammar, and to express idea to be written.

According to Manka (1996:38), there are two ways to improve students' writing. First, the students are asked to develop a topic into a text or make a thesis statement

and develop it into a text. Second, the students are asked to rearrange scrambled sentences into a good text. In learning writing, there are thirteen types of text that can be used such as, narrative, descriptive, procedure, recount, report, analytical exposition, discussion, anecdote, news item, review, spoof, explanation, and hortatory exposition. Yulastri, *et al* (2013:50) state that hortatory exposition is a text that functions to persuade the reader or listener that something should or should not be the case.

Based on the curriculum, the students are provided with the skill to rearrange scrambled sentences into a good text. It is a way that English teachers of SMA N 1 Suliki use to improve their students' writing skills. Based on the researcher's interview on January 11<sup>th</sup> 2014 with the English teacher at SMA N 1 Suliki, hortatory exposition text has been learned by the students at second year. The researcher also asked the English teacher some questions about the ability of the second year students especially in social class in rearranging a group of sentences that are not in correct order into a good text and students' formative test scores in rearranging scrambled sentences into a good text. In fact, the researcher got information that the ability of the students at SMA N 1 Suliki in rearranging scramble sentences into a good hortatory exposition text was not good. They were still confused to rearrange a group of sentences that are not correct order into a

good sequence. They also had some mistakes in rearranging the text organizations (thesis, arguments and recommendation). Therefore, many students still got scores under the standard.

From the explanations above, the writer was interested in conducting the study on the analysis of the second year students' ability of SMA N 1 Suliki in rearranging scrambled sentences into a good hortatory exposition text.

Writing is process of selecting, combining, arranging and developing ideas in effective sentences, paragraph and often, longer units of discourse (The Council of English Teacher Note, 1989:3).

Coulmas (1992:12) states that the function of writing is to expand the communicative range. Writing, in contrast to speech, enables communication over distance in both space and time. He calls this the distancing function in writing. It has three components: writer, reader and text.

Based on the explanation above, the researcher can conclude that the function of writing is to communicate the writers' ideas to their reader. So, writing is a tool to communication in language.

A text is a sequence of paragraphs that represents an extended unit of speech. Texts are characterized by the coherence, cohesion and texture. According to Nordquist (2013:1), a text is the original words of something written, printed or spoken, in

contrast to a summary or paraphrase. Based on the statement of the some experts above, the researcher can conclude that text is the original words of a particular pieces of writing. Texts are characterized by the coherence, cohesion and texture.

According to Leader (2013:5), text can be classified into several types. These types of the text are: narrative, descriptive, procedure, recount, report, analytical exposition, discussion, anecdote, news item, review, spoof, explanation, and hortatory exposition.

According to Leader (2013:30), hortatory exposition is a text which represents the attempt of the writer to have the addressee something or act in a certain way. It aims to persuade the listener that something should or should not be the case. It has three text organizations. Every text has specific structures that differentiate one to others. A hortatory exposition text consists of these following structures (Gerot and Wignell, 1994:209):

- a) Thesis which announces the issue of concern;
- b) Arguments that consists of the reasons of doing something or not doing something;
- c) Recommendation which states what ought to happen.

In writing a hortatory exposition text, we also use language features. They are: 1) The use emotive words, e.g : (*alarmed, worried*), 2) The use of words that qualify

statement, e.g : (*usual, probably*), 3) The use of simple present tense, e.g : *I tell you what, the internet is very necessary for students*, 4) The use of words that link arguments, e.g : (*firstly, however, on the other hand, therefore*), 5) The use of modal and adverbs, e.g : (*can, may, should, especially, certainly, commonly*), 6) The use of subjective opinions using pronoun *I* and *We*.

One of writing activities is writing scrambled sentences, the students can develop their writing skills more meaningful and make the students think, understand what they are writing.

According to Sugiarti in Feby (2012:4), scrambled sentences are random sentences in a text. Scrambled sentence is an excellent device for building concepts about blocks of text. As students arrange words into sentences, their awareness of sentence structure improves. They begin to take cues from capitalization and punctuation, identify subjects and predicates, put modifiers with nouns or verbs, build prepositional phrases, use conjunctions to provide cohesive ties. Students enjoy scrambled sentences. There are some tips to rearrange text, they are as follows:

1. Select topics and gather resources, scrambled sentence sets are ideal for teaching interesting facts. The students enjoy the challenge of arranging the sentences, they are motivated by learning about a topic,

especially if sentences are engaging and well written.

2. Write sentences and organize into levels. Students can develop multiple skills and learn interesting facts as they put the sentences together. They can tell an orderly progression of and use 4 sentences, but less would not be enough information. If students write the sentences, must consider with linguistics. Based on explanation above, the researcher can conclude that scrambled sentences are random sentences in a text. The students should arrange them into good sequence to create a good text.

## **B. Method**

This was a descriptive research. According to Gay (1987:189), descriptive research involves collecting data in order to answer questions concerning to the status of the subject of the study. The population and this research was the second year students of SMA N 1 Suliki in academic year 2013/2014. The researcher chose the second year students at SMA N 1 Suliki because they had learned about hortatory exposition text. In this case, the researcher used stratified cluster random sampling technique, because the population was divided into two strata, exact science class (IPA) and social science class (IPS). Both these strata had differences in terms of students' worksheet and teacher.

To select the sample, the researcher wrote all the names of each class, XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1 and XI IPS 2, XI IPS 3, XI IPS 4, XI IPS 5 on small pieces of papers and then put them into two boxes, one for IPA and the other for IPS. After shaking the boxes, she took one of the papers in each box with closed eyes. The classes that the researcher took were: XI IPS 5 consisting of 30 students as the try-out sample and XI IPS 3 consisting of 30 students and XI IPA 2 consisting of 30 students as the real test sample.

The technique of collecting the data plays an important role in conducting a research. In getting the data, the researcher used the writing test as an instrument in order to know students' ability in rearranging scrambled sentences into a good hortatory exposition text. The research instrument used in collecting the data for this research was in form of written test. Here, the researcher asked the students to rearrange scrambled sentences into a good hortatory exposition text in 60 minutes. The topic that the researcher gave to the students is "Rock Rocks". The students arranged scrambled sentences into a good hortatory exposition text.

A good test should be valid and reliable. To see the validity of the test, the researcher used content validity. Therefore, the researcher constructed this test based on curriculum, syllabus and teaching materials.

To find out the reliability of the real test, the researcher used inter-rater technique and Pearson Product Moment Formula (Arikunto, 2012:87) as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum X)^2][N \sum y^2 - (\sum y)^2]}}$$

The coefficient correlation of the in rearranging scrambled sentences into a good hortatory exposition text was .88.

To analyze the data, the researcher used the procedures as follows:

1. The researcher presented the raw score from two scorers.
2. The researcher counted the average score of two scorers by using the formula:

$$\text{Average Score} = \frac{\text{Score 1} + \text{Score 2}}{2}$$

3. The researcher calculated the Mean (M) and Standard Deviation (SD).

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

4. The researcher classified the students' ability into high, moderate, and low ability using the following categories:

>M + SD = High ability

M – SD → M + SD = Moderate ability

<M – SD = Low ability

5. The researcher calculated the percentage of the students who got high, moderate, and low ability by using the following categories:

$$P = \frac{R}{T} \times 100\%$$

## C. Findings

The researcher presents the findings of this research in general; that is students' ability. It deals with their ability to rearrange the sentences into a good paragraph and to group the sentences into the thesis, arguments, and recommendation. After checking the students' answer, the researcher analyzed them to find out the number of students who have high, moderate, and low ability.

### a). The Students' Ability in Rearranging Scrambled Sentences into a Good Hortatory Exposition Text

The students' ability in rearranging scrambled sentences into a good hortatory exposition text was moderate. It was proved by fact that 22 students (36.67%) got high ability, 29 students (48.33%) got moderate ability and 9 students (15%) got low ability.

### **1. The Students' Ability to Rearrange the Sentences into a Good Paragraph**

The students' ability in rearranging the sentences into a good paragraph was moderate. It was proved by fact that 24 students (40%) got high ability, 28 students (46.67%) got moderate ability and 8 students (13.33%) got low ability.

### **2. The Students' Ability to Group the Sentences into the Thesis, Arguments, and Recommendation**

The students' ability to group the sentences into the thesis, arguments, and recommendation was moderate. It was proved by fact that 22 students (36.67%) got high ability, 28 students (46.67%) got moderate ability and 10 students (16.66%) got low ability.

## **D. Discussion**

As already discussed previously, the finding of this research was that in general the students' ability in rearranging scrambled sentences into a good hortatory exposition text was moderate. It means that the students' ability in rearranging scrambled sentences into a good hortatory exposition text was good enough. They still made several mistakes to rearrange the sentences into a good paragraph and to

group the sentences into the thesis, arguments, and recommendation.

### **1. The Students' Ability to Rearrange the Sentences into a Good Paragraph**

The findings of this research was that the students' ability in rearranging the sentences into a good paragraph was moderate. It was indicated by the fact that 28 students (46.67%) got moderate ability. Based on students' answer sheets, the students still made several mistakes on how to arrange the sentences into a good paragraph.

The students' writing does not arrange the sentences clearly. The students' writing did not fit with the topic wheather the last arguments their put in first argument. So, the students' writing did not relate between sentence per sentence. The students should list the subtopics of the main point in thesis, arguments, and recommendation.

### **2. The Students' Ability to Group the Sentences into the Thesis, Arguments, and Recommendation**

The findings of this research was that the students' ability to group the sentences into the thesis, arguments, and recommendation was moderate. It was indicated that 28 students (46.67%) got moderate ability. The students still made several mistakes in writing, especially to

group a paragraph based on thesis, argument, and recommendation.

The students still make mistakes in writing a paragraph, not based on a good paragraph in thesis statement. The students' writing in thesis not a paragraph but per sentences. A good paragraph did not have space. Then, the students put the last arguments into first arguments in paragraph 2 (arguments 1). The students also put the second arguments from paragraph 3 into second arguments in paragraph 2. The last one, the students put the last argument in paragraph 3 into second argument in paragraph 2.

## **E. Conclusions**

Based on the result of data analysis, the researchers draw the conclusions as follows:

The ability of the second year students at SMA N 1 Suliki in rearranging scrambled sentences into a good hortatory exposition text was moderate. It was supported by the fact that there were 29 students (48.33 %) who had moderate ability in rearranging scrambled sentences into a good hortatory exposition text.

The ability of the second year students at SMA N 1 Suliki in rearranging the sentences into a good paragraph was moderate. It was supported by the fact that there were 28 students (46.67 %) who had moderate ability

in rearranging the sentences into a good paragraph.

The ability of the second year students at SMA N 1 Suliki to group the sentences into the thesis, arguments, and recommendation was moderate. It was supported by the fact that there were 28 students (46.67%) who had moderate ability to group the sentences into the thesis, arguments, and recommendation.

## **F. Suggestions**

Based on the conclusions, the researcher would like to propose some suggestions as follow:

The teachers are suggested to give more explanations and exercises to the students to write a hortatory exposition text so that they can improve their understanding and skill in writing.

The students are suggested to do more practices or exercises in writing hortatory exposition text.

The next researchers are suggested to conduct a research about the factors that influence the students' ability in writing hortatory exposition text.

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