AN ANALYSIS OF THE THIRD GRADE STUDENTS' ABILITY IN COMPREHENDING HORTATORY EXPOSITION TEXTS AT SMA N 1 KAYUTANAM

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Abstract

This research was aimed to describe the students' ability in comprehending hortatory exposition texts through the generic structure and language features. The design of this research was descriptive research in nature. The population of this research was SMAN 1 Kayutanam. In selecting sample, the researcher used stratified cluster random sampling. The selected classes became this sample were XII IPA 2 (22 students) and XII IPS 4 (22 students) (28.5%). The data were collected by giving a reading test in the form of multiple choices. Before giving the test, the researcher tried it out to the students out of sample to find out the reliability of the test and to find out the item difficulty and item discrimination of the test. The result of data analysis showed that the students' ability in comprehending hortatory exposition text was moderate (61.36 %). Specifically, the students' ability in comprehending the thesis of hortatory exposition text was moderate (79.5 %). The students' ability in comprehending the arguments of hortatory exposition texts was moderate (56.81 %). The students' ability in comprehending the recommendation of hortatory exposition texts was moderate (63.63 %). The students' ability in comprehending the language feature of hortatory exposition texts was moderate (54.5 %). The researcher suggests the teachers should give more exercises, and give remedial program for the students. The students are suggested to learn more about hortatory exposition text and the next researcher will use this research as a reference.

Key words: Reading Comprehension, Thesis, Arguments, Recommendation, Hortatory Exposition Text.

A. Introduction

Reading is one of the most important skill that should be mastered by the students in learning English. Reading is also a vital academic skill. You need to read text books, read questions on exam, read sources to write research papers. By reading, the students get much information, especially about the educational field. That's why the students have to read as much as possible they are able to read. They can read not only in the classroom but also out of the classroom. In the classroom the students can read the text given by the teacher based on the material. Moreover, out of the classroom students can read the newspaper, magazine, and article on the internet.

By reading the students do not only get the information but also can support another skill in English. For example, it is impossible for the students to have good writing without having much knowledge, and we can get knowledge by reading.

Reading without understanding is useless. According to Brassell and Rasinski (2008: 15), reading refers to ability to comprehend or make meaning from written text. Theremore, Klingner (2007:8) says that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

In addition, Carlisle (2007:78) says that breadth and depth of word knowledge is a key factor in reading comprehension. Therefore, students' difficulties in comprehending the texts are since the lack of word knowledge. It means that the more the readers acquire the words, its easier for them in reading comprehension. For example: the learners will have a good comprehension if they have mastered in vocabulary. Therefore,

word knowledge or vocabulary can influence or increase the learners comprehension.

Thus, from the fact above, the researcher can conclude that reading comprehension is a process to read a text, in order to get information from the text read. It means that when we read, we have to understand about the information or issue that explain on the text .

There are some texts that the students learn in senior high school, they are descriptive text, narrative text, procedure text, analytical exposition, and hortatory exposition text.

Based on the researcher's interview with the English teacher at SMAN 1 Kayutanam (Mrs. Asriwati., S.Pd), she said that most of the students could not understand with the content of the text after they read. As a result, they did not only find difficulties to get the important information of the text but also to answer the questions, especially hortatory exposition text among many kinds of text that should learned senior high school students.

Considering the phenomena above, the researcher was interested to analyze students' ability in comprehending

hortatory exposition text. This study focuses on third grade students' ability at SMAN 1 Kayutanam because they have learned about hortatory exposition text.

In general, the purpose of this research is to describe the students' ability in comprehending the text, especially the third grade students' ability in comprehending hortatory exposition text at SMAN 1 Kayutanam. Specifically, the purposes of this research are:

1. To find out the third grade students' ability in comprehending the thesis of hortatory exposition text at SMAN 1 Kayutanam.
2. To find out the third grade students' ability in comprehending the arguments of hortatory exposition text at SMAN 1 Kayutanam.
3. To find out the third grade students' ability in comprehending the recommendation of hortatory exposition text at SMAN 1 Kayutanam.
4. To find out the third grade students ability in comprehending the language features of hortatory exposition text at SMAN 1 Kayutanam.

B. Research Method

This research was a descriptive research because it described the students' ability in comprehending hortatory exposition texts at SMA Negeri 1 Kayutanam. Gay (1987:102), the population is the group of interest to the researcher, the group to which she or he would like to result of the study to be generalizable.

The population of this research was the third grade students of SMAN 1 Kayutanam. The population of this research was distributed into 7 classes: XII IPA 1, XII IPA 2, XII IPA 3, XII IPA 4, XII PS 1, XII IPS 2, and XII IPS 3. The total number of populations are 154 students.

The researcher used sample to this research because the sample can represent the population. According to Gay (1987:101), sampling is the process of selecting number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected comprise a sample and the larger group is referred to as a population. It means that a sample is one that is representative of the population from it was selected.

The instrument used in this research was reading test in the form of multiple choice which consisted of 36 items and followed by 44 students (XII IPA 4 22 students and XII IPS 2 22 students). It consisted of six texts, and each text has six questions. Reading test was used as research instrument because the researcher wants to know the ability of the students in comprehending hortatory exposition text.

In order to have a good test, validity and reliability should be analysed. Validity means test will measure what is supposed to be measured. Arikunto (2009:64) says that one of the types of validity is content validity. A test is called valid when the content of the test can measure the specific purpose which was suitable with materials that has been given. It means that to know the validity of this test, researcher construct the test based on the English curriculum at SMAN 1 Kayutanam and teaching materials. The test was developed by some indicators of generic structure (thesis, arguments, and recommendation) and language features of hortatory exposition text.

A reliable test is consistent and dependable. According to Gay (1987:135) reliability is the degree to which a test consistently measures whether it measures.

To find out the reliability of the test, the researcher used split half method. It is kind of method which divides the items of the test into odd group items and even group items. The researcher calculated the correlation by using Pearson Product Moment by Arikunto (2009:72) and to find out the coefficient of correlation of the whole test, the researcher used the Spearman Brown Formula (Arikunto, 2009:93).

The researcher used the degree of correlation of coefficient based on Arikunto's idea (2012:89) :

.81 – 1.00 = very high correlation

.61 – .80 = high correlation

.41 – .60 = moderate

.21 – .40 = low correlation

.00 – .20 = very low correlation

The result of the try out showed that the reliability was very high correlation (.87). It means that based on the Arikunto's idea above, the test was reliable and it could be used to collect the data.

As already dicussed previously, the data was collected by using reading test. The students answer the questions in 60 minutes and chose correct answer. After

that, the researcher collected the result of the test. The researcher collected the data through several procedures:

1. The researcher explained the direction of the test to the students.
2. The researcher distributed the test to the students.
3. The researcher collected the students' answer sheet.
4. The researcher gave score on the students' answer sheets based on the correct and wrong answer that they have made.
5. The researcher gave 1 for the correct answer and 0 for the wrong answer.
6. The researcher counted the total score of each student.

In analyzing the data, the researcher analyzed the data through the following procedures:

1. The researcher presented the raw score and calculated the Mean and Standar Deviatiion.
2. The researcher classified the students who had high, moderate, or low ability by using the following categories (Arikunto, 2012:299).
3. The researcher calculated the percentage of the students who had high, moderate, or low ability, by

using the following formula (Arikunto, 2012:298):

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

4. Finally, the researcher found the ability of the third grade students' ability in comprehending hortatory exposition text at SMAN 1 Kayutanam.

C. Findings and Discussion

Findings

In measuring the students' ability in comprehending hortatory exposition text by identify the generic structure (thesis, arguments, and recommendation) and language feature, the researcher counted the students' scores. It was found that the lowest score was 15 and the highest score was 30 with mean 22.4 and standard deviation 3.97. The students' ability in comprehending hortatory exposition text through the generic structure (thesis, arguments, and recommendation) and language feature was moderate. It was indicated by the percentage of students whose ability was included in moderate category (61.36 %).

In measuring the students' ability in comprehending the thesis of hortatory exposition text, the researcher counted the students scores. The researcher found that the lowest score was 2 and the highest

score was 8. Then the researcher calculated the scores and got 4.47 for mean and standard deviation was 1.59. The students' ability in comprehending the thesis of hortatory exposition text was moderate. It was indicated by percentage of students whose ability was included in moderate category (79.5 %).

In measuring the students' ability in comprehending the arguments of hortatory exposition text, the researcher counted the students' scores. The researcher found that the lowest score was 4 and the highest score was 11. Then the researcher calculated the score and got 8.09 for mean and for standard deviation was 1.72. The students' ability in comprehending the arguments of hortatory exposition texts was moderate. It was indicated by the percentage of students whose ability was included in moderate category (56.81 %).

In measuring the students' ability in comprehending the recommendation of hortatory exposition texts, the researcher counted the students' scores. The researcher found that the lowest score was 2 and the highest score was 8. Then the researcher calculated the scores and got 5.04 for mean and standard deviation was 1.5. the students' ability in comprehending the recommendation of hortatory exposition texts was moderate. It was

supported by the percentage of students whose ability was included in moderate category (63.63 %).

In measuring the students' ability in comprehending the language feature of hortatory exposition texts, the researcher counted the students' scores. The researcher found that the lowest score was 3 and the highest score was 6. Then the researcher calculated the scores and got 4.79 for mean and standard deviation was 1.05. the students' ability in comprehending the language feature of hortatory exposition texts was moderate. It was supported by the percentage of students whose ability was included in moderate category (54.5 %).

Discussion

In general, the data showed that the ability of the students in comprehending hortatory exposition text (thesis, arguments, recommendation, and language features) was moderate. It was indicated by the fact that most of the students had moderate ability, 61.36% in comprehending hortatory exposition text, 75.9 % in comprehending the thesis, 56.81% in comprehending the arguments, 63.63% in comprehending the recommendation, 54,5% in comprehending

the language features of hortatory exposition text.

The thesis of hortatory exposition texts were distributed on number 1, 7, 13, 19, 24, 30, 31, and 32 on the test. The data analysis showed that 5 students or 11.36% of the students had high ability, 35 students or 79.5% of the students had moderate ability, and 4 students or 9.09% of the students had low ability. The students had many mistakes on question number 7 in the text 2. It was happen because the lack of students comprehension. As a result, they were difficult to find the thesis statement in the text. The students have to comprehend the text first in order to get the correct answer.

The arguments of hortatory exposition text was distributed on number 2, 3, 4, 8, 9, 10, 14, 15, 20, 21, 25, and 33 on the test. The data analysis showed that 10 students or 22.27% had high ability, 25 students or 56.81% had moderate ability, and 9 students or 20.45% students had low ability in comprehending the arguments of hortatory exposition text. The students had many mistakes on questions number 10, and 14. It was happen because the students still confused with the writer's idea about the issue and the students don't have enough knowledge to identify what is the

writer suggestion to the reader to get the conclusion about the subject being issued.

The recommendation of hortatory exposition texts were distributed on number 5, 11, 16, 17, 22, 26, 27, and 34 on the test. The data analysis showed that 8 students or 18.18% had high ability, 28 students or 63.63% had moderate ability and 8 students or 18.18% had low ability. The students had many mistakes on questions number 22 and 27. It might caused by the students don't understand what is the writer recommendation or the writer's suggestion about the issue to solve the problem in hortatory exposition text.

The language feature of hortatory exposition texts were distributed on 6, 12, 18, 23, 28, and 29 on the test. The data analysis showed that 14 students or 31.18% had high ability, 24 students or 54.5% had moderate ability, and 6 students or 13.63% had low ability. In fact, the students had many mistakes on questions number 28. It was happen because the students had problem in language use, such as: tenses (simple present tense), modal auxalaries, and linking verb or conjunction.

D. Conclusions and Suggestions

Conclusions

Having known the result of data analysis, the researcher concludes that the ability of the third grade students at SMAN 1 Kayutanam in comprehending hortatory exposition text was moderate. In detail, the researcher could say that:

1. The students' ability in comprehending the thesis of hortatory exposition texts was moderate. It can be proved by the fact that 35 students (75.5%) had moderate ability.
2. The students' ability in comprehending the arguments of hortatory exposition texts was moderate. It can be proved by the fact that 25 students (56.81%) had moderate ability.
3. The students' ability in comprehending the recommendation of hortatory exposition texts was moderate. It can be proved by the fact that 28 students (63.63%) had moderate ability.
4. The students' ability in comprehending the language features of hortatory exposition texts was moderate. It can be proved by the fact that 24 students (54.5%) had moderate ability.

Suggestions

Based on the conclusion above, the researcher proposes the following suggestions for the teacher, the students, and further researcher.

1. The teachers are suggested to explain the material more creative and it will be better if the teachers use an interesting media in order to make the students interested with the topic. For example: the teacher use media to build the students' background knowledge.
2. The students are suggested to learn more about hortatory exposition text.
3. The researcher hopes that the next researcher will use this research as a reference to expand the next researches or conduct other researches.

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