THE PROBLEMS FACED BY THE SECOND YEAR STUDENTS TO COMPREHEND THE GENERIC STRUCTURE OF HORTATORY EXPOSITION TEXT AT SMAN 1 SITIUNG KAB. DHARMASRAYA

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Abstract

This study was aimed to find out problems faced by the second year students of SMAN 1 Sitiung Kab. Dharmaraya to comprehend the generic structure of hortatory exposition text. Problems is something that is hard to understand. The design of this study was descriptive in nature. The population of this study was the second year students of SMAN 1 Sitiung. The total number of population was 217 and the number of sample was 56 students. It was chosen by stratified cluster random sampling technique. The writer used reading test to collect the data to find out students' problems in comprehending the generic structure of hortatory exposition text. The items used 26 Items. From the result of analyzing data, it was found that students did not have problems to comprehend the generic structure of hortatory exposition text. It was proved by the number of students who had score; 48% students had problems in comprehending the generic structure of hortatory exposition text including thesis, argument and recommendation. Especially in comprehending recommendation of hortatory exposition text. It was indicated by the number of students who had score below mean; 30% students did not have problems to comprehend recommendation. By having known the students' problems to comprehend the generic structure of hortatory exposition text, the teacher should give more explanation and exercise of hortatory exposition, use the media that make students interested in learning. Students are suggested to maintain their achievements in comprehending the text especially hortatory exposition text.

Key words : Problems, Hortatory exposition text, Generic structure, Reading.

Introduction

Reading is a complex cognitive process of decoding symbol in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. (Wikipedia: 2014)

There are thirteen genres of text : recount, spoof, narration, description, procedure, discussion, news item, report, explanation, anecdote, review, hortatory exposition and analytical exposition (KTSP : 2005). Each

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type of the texts is explicitly composed of three components. They are social function, the generic structure and the lexicon grammatical features. By mastering the components of each text type, the students are expected to be able to comprehend text well.

Based on the writer's experience during practice teaching in SMA Kartika 1-5 Padang, exposition text was one of the texts that were introduced to the second year students at the second semester. Exposition text is text type that functions to persuade the readers by providing some logical argument. It is divided into two types of text. They are analytical exposition and hortatory exposition (Rosa *et al*, 2008:178)

Rosa *et. al* (2008;194) say that hortatory exposition is a type of text which is used to persuade the readers that something should or should not be the case (problem). It is generic structures are thesis, arguments, and recommendation. It uses simple present tense. Hortatory exposition can be found in scientific books, journals, magazine, newspaper, article, etc.

In comprehending components of hortatory text, students get the information of the text about what they ought to or not ought to do. Morever, hortatory exposition is different from other texts. Hortatory

exposition belongs to factual text in which its function is to enable people to take part in social life. Factual text plays a particularly important role in informal education.

Based on the result of interview that the writer did informally with some of the English teacher of SMAN I Sitiung, who taught at the second year students, on July 14 2014 the writer knew how is the ability of students in comprehending the generic structure of hortatory exposition text. They have moderate ability to comprehend the text.

Based on the information, it is assumed that the students have several problems in comprehending hortatory exposition text, by learning factual text the students are expected to have background knowledge on factual text that mostly occur at university. The writer chose SMAN 1 Sitiung because it being the best school in Dharmasraya specifically in Scientific. So it interested to writer to know their problems in Linguistics.

Each type of texts usually consists of three components. They are social function, generic structure and lexicon grammatical features. Social function is the purpose of the text or what the writer wants with the text. Generic structure as the structure of the

text deals with the general structures, which builds the entire text.

Lexicon grammatical features are the component of a text which deals with the grammar and the participants of the text.

Social function of hortatory exposition is to persuade the readers that something should or should not be the case. It is generic structures are thesis, argument and recommendation. It is begun by formulating the thesis that contains announcement of issues concern. Then, the thesis statement is supported by arguments, in which the reason for concern are displayed. The last part is recommendation which contains the statement of what the readers ought or not ought to.

Several problems on hortatory exposition text that are faced by the students like students can not comprehend what they are reading. In reading they only read the text without knowing what the meaning. They can not recognize the generic structure of (hortatory exposition) text. It is hard for them to find it out. They can not understand the paragraph (hortatory exposition) of the text that they read.

In general, the purpose of this research is to describe the problems faced by the second year students at SMAN I Sitiung in comprehending hortatory exposition text.

And specifically the purposes of this research are as follows:

1. To find out the second year students' problems at SMAN I Sitiung in comprehending thesis of hortatory exposition text.
2. To find out the second year students' problems at SMAN I Sitiung in comprehending argument of hortatory exposition text.
3. To find out the second students' problems at SMAN I Sitiung in comprehending recommendation of hortatory exposition text.

Research Method

This research used descriptive research design. The descriptive research design is the current status of data at the time of investigation. Gay (1987 :189), states that descriptive research involved collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study. Descriptive research answers the questions who, what, where, when, and how. In this research, the writer wants to describe the problems faced by the second year students at SMAN I Sitiung in comprehending the generic structure of hortatory exposition text. Gay (1987 :101-102) says that population is the group of interest to the writer, the group to

which the writer would like the result of the study to be generalized. The population of this research is all the second year students at SMAN I Sitiung. The sample was 56 students. The writer selected sample by using stratified cluster random sampling technique. It means level. The stratified cluster random sampling technique is used in this research because the second year students consisted of two strata (IPS and IPA). Cluster random sampling in which group randomly selected and the characteristic of this population of the research is homogen such as they have same curriculum, syllabus, material, same teacher and the same period of time in learning English subject. It means they have the same characteristic. To collect the sample, the wrote the name of the classes on pieces of paper and put them on the different boxes (IPS and IPA). The writer took one piece of paper from IPS box and one piece of paper from IPA box with closed eyes. The selected class became the class sample and all members of the class sample became the sample of this research.

The instrument of this test was reading test in the form of multiple choice test with 26 itemsThe multiple-choice test is a test which provide four choices answers but only one right answer. It consist of 40

items of questions for try out. 12 items were used to identify the students' problems in understanding Thesis, 16 items were used to identify the students' problems in understanding Argument. 12 items were used to identify the students' problems in understanding Recommendation. Before giving the real test, the writer gave try out to the students. It was done to find out whether the students understood or not about the instruction of the test and to see reliability of the test.

The students had 60 minutes to do the test. In this test, the students had to choose the correct answer and she gave one points for each correct answer. A good test should be valid and reliable. Validity should be achieved in order to have a good test. A good test is valid if it measures what is supposed to be measured. To see a validity of the test, the writer used content validity. Arikunto (2006: 67) states that one of the characteristics of the test validity is content validity. It means that the test is valid if it fixed with the materials that have been given to the students. In this case, the material of the test was based on curriculum, syllabus and discussion with the English Teacher at SMAN 1 Sitiung. Reliability is the degree which a test consistently measures whatever it is measure, (Gay, 2000:169) to find out

the reliability of the text the writer uses Split Half method. It is a kind of method which divided the items to the test into odd group and even group. She calculated the correlation by using Pearson Product Moment (Arikunto; 2006: 72) as follows:

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

In gathering data, the writer gathered the data through reading test by procedures below. There are several steps in collecting data from test as follows:

1. The writer gave the real test to the sample
2. The students' answers were evaluated to get the result of the test.
3. The writer classified students who have problems and have no problems by counting scores (she gave one score for right answer and zero for wrong answer) based on the criteria as follows:
   a) Students have problems to comprehend the thesis if > 50% of students made wrong answer.
   b) Students have problems to comprehend the argument if > 50% of students made wrong answer.
   c) Students have problems to comprehend the recommendation

if > 50% of students made wrong answer.

The criteria above, supported by O'Malley and Valdez (In Putri; 2012:30) who states a rough guide to interpretation of score can be used some criteria as follows:

(1) > 50% correct = Independent level (have no problems)
(2) < 50% correct = Instructional and frustration level (have problems)

The data of this study were analyzed from test. The writer analyzed the data as follow:

1. The writer put the students' scores on table of frequency distribution.
2. The writer counted the total scores for each students
3. The writer calculated Mean (M) and Standard Deviation (SD) as the following formula (Arikunto, 2006:264) :

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

Where :

M = Mean

$\sum$ = Sum of x

x = Score in a distribution

N = Number of students

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

Where :

SD : Standard Deviation

$\sum$x : Sum of score in a distribution

N : Number of item

After calculating the mean (M) and the standard deviation (SD) from reading test of each indicator, the writer divided the students into two categories :

1. Having No Problems (> 50% correct)

2. Having Problems (< 50% correct)

The writer calculated the percentage of the students who have or have no problem in each indicators by using following formula:

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

Where:

P = The percentage of the students score

F = Frequency of students who have problem or have no problem

N = Number of students

Findings and Discussions

Findings

As already discussed previously, the writer collected the data by using reading test. It was analyzed by using descriptive method. Then writer came up with findings presented according to the indicators.

Students' Problems in Comprehending Generic Structure of Hortatory Exposition Text

The result of analyzing data showed that the students did not have problem in comprehending the generic structure of hortatory exposition text. The writer found that the highest score of the students was 21, the lowest score was 7, the mean was 15.33, and the standard deviation was 2.77. It was also found that 29 out of 56 students (52%) did not have problem in comprehending hortatory exposition text and 27 out of 56 students (48%) had problem in comprehending hortatory exposition text.

Students' Problems in Comprehending Thesis of Hortatory Exposition Text

Based on the result of data analysis, the writer found that the highest score was 8, the lowest score was 3 and the mean in comprehending thesis of hortatory exposition text was 5.7. The number of percentage of the students who had problems was 43 % (24 out of 56 students) and those who had no problem was 57% (32 out of 56 students). In conclusion, more than half of the students did not have problem in comprehending thesis of hortatory exposition text.

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Students' Problems in Comprehending Argument of Hortatory Exposition Text

The result of the data analysis demonstrated that the highest score that students got in comprehending argument of hortatory exposition text was 9, the lowest score was 2, and the mean was 5.9. The number of percentage of students who had problem was 40% (22 out of 56 students) who had no problem was 60% (34 out of 56 students). This findings indicated that more than half of the students did not have problem in comprehending argument of hortatory exposition text.

Students' Problems in Comprehending Recommendation of Hortatory Exposition Text

After the writer analyzed the data from reading test, she found that the highest score in comprehending recommendation of hortatory exposition text was 5, the lowest score was 1, and the mean was 3.75. The number of percentage students who had problem was 70% (39 out of 56 students) and those who had no problem was 30% (17 out of 56 students). The result revealed that more than half of the students had problem in comprehending recommendation of hortatory exposition text.

Discussions

From the description above, the writer found that there were some problems faced by the students in comprehending the generic structure of hortatory exposition text.

Students' Problems in Comprehending Thesis of Hortatory Exposition Text

From the result of reading test, the writer found that most of students (57%) did not have problem in comprehending thesis of hortatory exposition text. For example in question number (1) "What kind of genre does the text belong to?" Most of students answered D. That choice is correct answer.

1. What kind of genre does the text belong to?
   a. Descriptive
   b. Narative
   c. Analytical exposition
   d. Hortatory expostion

This finding revealed that many students can comprehend the text well. In fact the students knew what the thesis of hortatory exposition text and what the function of it.

Students' Problems in Comprehending Argument of Hortatory Exposition Text

As already discussed before, the writer found that most of students (60%) did

not have problem in comprehending argument of hortatory exposition text.

For example in question number (5) ;

The statements below are true based on the text, **except** :

a. Smoking is dangerous
b. Smoking make us better
c. Smoking is unhealthy for the smoker
d. Smoking must not be allowed

Many students answered B. That is correct answer. This finding showed they can recognize the generic structure (argument) well. They knew what the purpose of the argument in the text.

Students' Problems in Comprehending Recommendation of Hortatory Exposition Text

As already discussed, the writer found that most of students (70%) had problem in comprehending recommendation of hortatory exposition text. For example in question number 24, many students answered B, but the correct answer is D.

1. As yourself, "Do I really need it at the moment?
2. Buy the mobile phone that suit your budget
3. Prioritize the function of the mobile phone for you, rather than it's feature that may interest you
4. Use the mobile phone for important talks.

These sentence above called as…

a. Thesis
b. Identification
c. Complication
d. Recommendation

This finding showed they can not comprehend the recommendation well.

In comprehending the recommendation, they should comprehend what the recommendation is, where the recommendation usually take places in the text? what the function of the recommendation for the readers?.

This problem probably caused by lack of vocabulary, the students were too lazy to read the text. In reading they only read without knowing the meaning.

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