

## AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING HORTATORY EXPOSITION TEXT AT ELEVENTH GRADE OF SMA TAMAN SISWA PEMATANGSIANTAR

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### ABSTRACT

*The purpose of this research are to know: 1) The students' ability in writing Hortatory exposition text at the eleventh grade students of SMA Taman Siswa Pematang siantar in 2021/2022 academic year 2) The difficulties that faced by the students' in writing Hortatory exposition text at the eleventh grade students of SMA Taman Siswa Pematang siantar in 2021/2022 academic year. This research is used mixed method that is combination of qualitative and quantitative research. This is research was done by using documentation and students text essay hortatory exposition text. The informants of this research are 66 that representative from the eleventh grade students. The data were collected used randomly sampling. Test was made to know the students' ability in writing Hortatory exposition text and the difficulties that faced by the students' in writing Hortatory exposition text ability at the eleventh grade, observation was made to know all of the activities or behaviours of the students' in writing Hortatory exposition text. The highest score 75, the lowest score 38, and the average score in writing Hortatory exposition text 57.33 and it was categorized difficult, it means that students ability in writing Hortatory exposition text are still difficult. The students had difficulty in using content 80%, using organization 73.33%, using vocabulary 73.33%, mastering grammar 93.33%, and using mechanics 20%. It means that the students need to learn more about Hortatory exposition text.while the students difficulties in writing was language features and generic structure of hortatory exposition text consist of thesis and arguments, lack vocabulary and grammar mastery so majority of students was difficult to create the sentences and write correct spelling words, based on the result, the researcher taken a conclusion that the students have not understanding in writing hortatory exposition text.*

*Keywords: Students Difficulties, Writing , Hortatory Exposition Text*

### INTRODUCTION

#### The Background of the Research

In the 21 century, English is crucial part in the world in which very useful to gain insight and knowledge, English as a foreign language is very useful to build connection around the world, English language give a contribution in education field. (Rindal, 2014) stated English language as school subject is useful way of gaining and personal insight in learning English, as foreign language it is very important to learned by the educators and student caused many things that should be considered through English language as learning media such as books, journal, article and other information.

In learning English there are four skills that need to be mastered (Husain, 2015) in contrast Speaking is the way to convey information and express feelings and thought. Listening is the ability to interpret message in the communication process. Reading is the process to get the meaning for we had read and Writing is the activity to make a coherence words and ideas in general meaning, teaching English is crucial part in education, English is present as language in mind in which English have role in education field especially in school, college, company, and institution, English as school subject used to build literacy skills of student in teaching and learning process as these four skills is the foundation of language usage in general sense of language especially writing skills.

Writing is one of language skills which is important for the students to acquire well in order to master English Writing Skills is one of the important skills. (Kristiana , Yunita, & Syahrial, 2021). In addition writing is a form of symbols of communication to deliver thought or to express feeling through written form. Writing is the way to communicate the student expression and intention through

composing written piece that contain their ideas. It is deem as a productive platform for them to create something that valuable that gives information. There for, it is significant for students to master this skill to gain their literacy skills to expressing their ideas.

Writing can stimulate the students to use their innate capacity to create something genuine through writing. The students will explore their ideas and create their own writing that help them to become independence, and creative, as (Meyer, 2005) states that writing is an action, a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. There for it is ability for student that they need to master to achieve creativity and construct their own writings that express their ideas.

There are many genres or kinds of text that can be produce through writing. According (Richards & Renandya, 2002) said that writing is not only making and organizing ideas but also transforming the ideas into readable text. In the learning process, writing focuses on expressing ideas through text based on genre. (Knapp & Watkins, 2005) States “Genre is the social context and relations in which texts are produced”. It means that every text has a social function to show the social context. Many kinds of genre in writing, namely: Narrative, Recount, Report, Discussion, Explanation, Exposition, Procedure, Review, Spoof, Anecdote, News Item, and Descriptive. But here the writer focuses on Hortatory exposition text.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listener or readers that something should or should not happen or be done. The social function of Hortatory exposition text is to persuade the readers or listeners that something should or should not be the case. Generic structure. Hortatory exposition text consist of three parts, they are: thesis, arguments and recommendation. The strengthen of explanation is speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.

Based on writer experience when teaching at eleventh grade Taman Siswa Pematangsiantar, many students get fail and difficulties in writing. They got difficult to develop their idea, and they limit the vocabulary so they confused to choose or use vocabulary to build a good sentence. They usually use google translate to make a sentence so it will be ungrammatically correct sentence. It is all because they feel the technique that the teacher given not interest. The teacher always gives the explanation and sometimes by using their own words, so the students do not understand about the explanation. Besides that, the teachers also give the examples that the students cannot understand and it can make the students got bored.

But there are problems that hindered the progress of mastering the aforementioned skills. Based on writer own observances and experience, it is found many difficulties on learning writing skills especially in writing Hortatory exposition text. First, the discovered problem are the students did not master the way to construct a coherent and cohesive paragraph because they did not accustom to write sentences in English language. Second, the students do not have adequate vocabularies in making a paragraph or the students do not enthuse on learning writing skill. Third, students tend to not give any attention on the learning or ennui learning environment that does not generate any real disposition in learning. Last, the student still confused of using grammatical structure such tense. There for the writer assume that in learning process the teacher cannot apply appropriate technique and cannot apply the method properly.

Based on rationale above, the writer is interested in focusing the research on students’ difficulties in writing ability Hortatory exposition text caused their confused make new ideas, and understand grammatical structure last, lack vocabulary. Concern with phenomenon above the research are interested conducting research, an analysis of studets difficulties in writing hortatory exposition text at eleventh grade of Sma Taman Siswa pematang siantar.

## **REVIEW OF RELATED LITERATURE**

### **Defintion of writing**

Writing is skill of the writer to communicate information to a reader or a group of readers or we can say that. Writing is the expression of idea which expressed in written form. (Durga & Rao, 2018) states. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate, and control of variables simultaneously. Writing is central to personal experience and social identities. Writing is an activity to express ideas, issues, event, filling, or thinking through from process in reading, listening and seeing a situation or picture to put into language, then the product of

process organize of through into the building of a prove sentences. According (Purba, Sianturi & Silalahi, 2020) States Writing is one of language skills besides speaking, listening, and reading that can be the way of people to explore and to communicate to each other with express their feeling and their thinking. Because of the process writing is started from head. Writing is one of the four language skills that has a very important role in learning and it takes an important part in communication. Through writing, everybody is not only able to express feeling and ideas, (Herman, Rajagukguk, & Sihombing, 2020) but also to communicate with others and have remembering facts and ideas. What the

### **Purpose of writing**

Here are four common general of writing purpose :

1. To inform presenting information is one of the most common writing purposes. By presenting to other people we can know whether the is good or not Presenting information is one of the most commons of writing purpose. Because from the writing in the text many people can get knowledge and information by read the text that write by the writer. The information you provide shows how well you have mastered the course material. Example of writing to inform are newspaper, articles, scientific or business report, ensiclopedia, instruction or procedures an essays for school and university.
2. To persuade. You probably have story views of many humor and your feeling sometimes impel you try swaging the reader you probably have strong views on many issues and your feeling may sometimes impel you to try swaying the reader. This includes advertisements, some newspaper and some type of essay. This type might include opinion, but as part of logical case backed up with evidence, rather than just an expression of your feelings.
3. To express your self creative writing includes personal essay, fiction, plays, poetry as well as journal and diaries, but self expressions has a place in other kinds of writing.
4. To entertain some writing is means just entertain other writing couples entertainment with a more serious purpose. Backed up with evidence, rather than just an expression of your feelings. Some writing is meant just to entertain, other writing couple entertainment with a more serious purpose. Writing to entertain generally and all writing require some imagination and creativity. Examples of imaginative writing are novels, stories, poems and song lyrics.

### **Indicators of teaching writing**

#### **a. Content**

Content is how the writer develop his or her idea related with the topic that he or she wants to discuss. (Prasad, 2008) “Content is not as simple a statement as it may sound in some ways, having something new to say has more to do with rhetoric and structuring than with actual content”. Brown in (Sarwanti, 2015) says, “Content is there are at least two things which can be measured in connection with content the points that are presented and formal signals given the reader to guide in understanding the topic”. It means that content is should has the meaning in understanding the topic in the text.

#### **b. Organization**

Organization is the most important factors in writing, because nobody can write meaningfully, if he or she has not anything in mind yet. Oshima and Ann in (Aritonang, 2018) says, “Organization matched the assigment”. According to Brown in (Sarwanti, 2015). “Organization is the process of organizing the materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern”. It means that organization refers to the process of matched or organizing the materials or assignment in writing.

#### **c. Vocabulary**

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply in what he or she is telling about. (Rezaei & Davoudi, 2016 ) says, “Vocabulary knowledge is a significant aspect of learning a second or foreign language”. According to (Maskor & Baharuddin, 2016) “Vocabulary knowledge is known as the knowledge of the word”. From the explanation above the writer concludes that vocabulary is the aspect in learning English to get the knowledge of the word.

#### **d. Grammar**

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his or her language communicative to a great variety of reader from different situation. (Dykes, 2007) says, “Grammar deals with the abstract system of rules

in terms of which a person's mastery of his native language can be explained". Then, Puspita Sari and Roro in (Aritonang, 2018) said that grammar is a branch of linguistics that studies syntax and morphology. Based on the explanation above, grammar can be interpreted as the science of rules in shaping and combining words into sentences.

#### **e. Mechanics**

Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. According to Oshima and Ann in (Aritonang, 2018), Mechanics consist spelling, punctuation, capitalization, etc. Meanwhile, Brown in (Sarwan ti, 2015) states that mechanics of writing deals with capitalization, spelling, and punctuation. Based on explanation above, the writer concludes that mechanics in writing consist of punctuation, capitalization and spelling.

## **METHODS**

### **Design of the research**

A qualitative research design is one of the major issues in comprehending and describing in this research data. (Palmer & Bolderstone, 2018) states. Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and experienced in a certain social phenomena through subjective experiences of participants. As the research question that has been attached to the first chapter, which analyzes students' difficulties and the cause of students' difficulties in writing Hortatory exposition text, descriptive qualitative as the research method. In this research, the writer uses descriptive qualitative as the research design, the writer do the test to analyze students' writing ability in Hortatory exposition text. The writer uses the test to do the research first. The writer wants to know about the students' difficulties in Hortatory exposition text. The process of this test is at the first the writer asks the students to write text that consist of some parts based on the theme. The students do the task to make text with theme "covid-19".

The students' writing ability is as an Independent variable or the major variable. To get the description of students' difficulty in writing ability, the writer analyzes the aspect of writing ability. They are:

- 1) Content refers to the substance of writing, the experience of the main idea (unity).
- 2) Organization refers to the logical organization of the content (coherence).
- 3) Vocabulary refers to the selection of the words those are suitable with content.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern.
- 5) Mechanic refers to the use of the graphic convention of language. (H.L. Jacob: 1981-1990,15)

According (Creswell, 2012) as cited in (Novita, 2017), qualitative a research is to explore the phenomenon of study. (Arikunto, 2010) added that qualitative research conducted in natural setting and in normal situation in which the condition is not manipulated. Qualitative descriptive is chosen because this research tries to uncover a students' problem, which is the difficulty in writing Hortatory exposition text. According to (Kumar,2011). While the descriptive qualitative research method is chosen because it makes the research easier to explore, analyze, and describe this kind of research problem. According to (Kumar, 2011), The main focus in qualitative research is to understand, explain, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people.

### **Instruments of the research**

Instruments are the important things to have in the research. The selection of instruments must also be adjusted to the needs of the research problem. In this research, the writer uses namely students' work essays. Students' work is conducted to collect the aspect of students' difficulties in writing Hortatory exposition text. This instrument expects students to write a Hortatory exposition text in 200 words. Students are asked to write a topic about the issues of covid -19. This instrument is conducted by students in hand writing. The writer also investigated students using the students' difficulties factors list to obtain complete information. So, the data are more accurate if there are misunderstandings and discrepancies in the data obtain.

### **Data Collection Procedures**

In collecting the data the researcher used students' work essay was carried out by asking 66 students of class XI of Taman Siswa Pematangsiantar to write a simple Hortatory exposition text in accordance with the conditions described. In collecting this data, students must be able to complete

their writing within one hour. This is intended so that the information provided by students can be more clearly accepted.

Data Analysis is the process of organizing the data in order to gain regularly of the pattern and form the research. The term interpretation can be defined as a procedure of giving meaning in the result of the analytic process. The researcher uses qualitative descriptive method in this research, according to (Leedy, 1974) that descriptive qualitative research in which the researcher imply looks at the tendency now and describes precisely what the researcher will investigate. This research is analyzing students' writing difficulties in Hortatory exposition text. The writer used test, observation, and all supporting documents from the english teacher. Based on above statement, the writer chooses this method, because with qualitative descriptive method makes the writer more clear to analyze and describes all of the problems happened in students' difficulties in writing Hortatory exposition text. The writer does the data analysis from to analyze the students' writing ability in writing Hortatory exposition text. The writer uses triangulation in order to make the data to be more valid. Triangulation is a manner of collecting the data by combining two or more method in order to enrich the data and to have accurate conclusion. (Setiyadi, 1994), the data are considered to be field notes this term refers to all the data collecting including field note, the test result, observation sheet, official documents, and other material. In this research the writer use type triangulation. In methodology triangulation, we used the some method namely test, observation, in order to get the data. In analyzing the students' work data, the writer calculates the error percentage and classifies the error percentage into Jacobs' writing score theory by using simple percentage formula:

$$P = f/x \times 100 \%$$

Explanation:

P = percentage

F = total frequency of error

N = total frequency of all errors After the percentage of student errors is obtained

## FINDINGS AND DISCUSSION

Based on the result analysis about the students' difficulties in writing Hortatory exposition text, as mentioned in previous chapter the researcher conducted, the researcher use one instruments, that was writing text analysis, the researcher used writing test to saw students' difficulties in general issues, the sample that resercher have determined as many as 66 students, the analysis of students' difficulties in writing Hortatory exposition text of the students to classify the level of difficulties by considered the indicator of writing skills in large issues. The writerr used excellent, very good, good, fair, poor, and very the writer gives some arguments as the fundamental reasons about. Thesis it presents announcement of issue of concern. Arguments it presents the reasons for concern, leading to recommendation, The difficulties of student in writing hortatory exposition text present explanation below

### In Term of Content

In vocabulary categories in writing Hortatory exposition text was classified as very poor. In vocabulary categories, the students mean score was 2.93 or classified as very poor. It happens because most of the students had less vocabulary, so they did not know to arrange a sentence in writing Hortatory exposition text. It means that the students should be memorized more vocabulary to make their ability in writing increased especially for writing. In my conclusion, the students must remembering the way to improve vocabulaty through listening music and videos that deals with material in learning process. The data on the table 4.3 shows that the result of students' difficulties in grammar categories in writing Hortatory exposition text was classified as very poor. In grammar categories, the students mean score was 1.75 or classified as very poor. The student was classified poor because most of the students made grammatical error in writing Hortatory exposition text t. It happens because they did not mastery grammar. Most of the students still confused with using modal and passive verb. They still used present tense incorrectly. In my conclusion the student should mastery the grammatical rules through acquire tenses, verb, preposition, conjunction and others.

They were not communicate, no organization, and they still confused to present new information in mind. In my conclusion, the students must able to manage the supporting sentence in making new word.not enough to evaluate.

The students had classified poor because most of students were not mastery of conventions, dominated by errors of spelling, punctuation and capitalization.

Based on data analysis, it was found that most of students got difficulties in writing Hortatory exposition text, the result of students writing test that most of the students in each categories was classified as very poor. It was proven by the data of grammar categories, the students mean score was 2.33 as classified very poor. It has dominated by errors passive voice, modal and simple present tense. And also the difficulties faced by students in writing Hortatory exposition text was using grammar. It was proven by the data was 1,75 that means the students had a very poor ability in using grammar (frequent grammatical for agreement inaccuracies). Because of lack of grammar, students were not able to write their descriptive text in a good form. Their lack understanding about grammar made their writing became mess an their writing.

The writer displays each of indicators of writing to know the difficulties that faced by the students in writing Hortatory exposition text. from the result, the writer found that the highest score difficulty in using grammar in writing Hortatory exposition text with the percentages 93.33%, second highest difficulty in writing content with the percentages 80%, third difficulty in writing organization and vocabulary with the percentages 73.33%, and the lowest difficulty in using mechanics with the percentages 20%. For more clearly, he result of the difficulties that faced by the students at the eleventh grade of SMA Taman Siswa Pematangsiantar in writing Hortatory exposition text ability.

After analyzing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. First research question is to know the students' difficulties of students in writing Hortatory exposition text? It can be explained by the result of student test. Based on the result of the test, the writer finds out the students mean score, that is 12,5. This means that the students' ability was very poor and need more efforts to improved. It means, almost all of students have the difficulties in writing Hortatory exposition text, in this research, the writer used test and observation to get the data. The writer used test to know how is the students' ability and the difficulties that faced by the students in writing Hortatory exposition text. The writer concluded that the students' ability in writing Hortatory exposition text was poor. From the whole score, the writer concluded that the students' ability in writing Hortatory Content 80% Organization 73.33% Vocabulary 73.33% Grammar 93.33% Mechanics 20% are still "difficult" with the average score were 57.33. Based on the result of the test above, the writer made them into percentages. For content, percentage of difficulties were 80%, in organization percentage of difficulties were 73.33%, in vocabulary percentage of difficulties were 73.33%, in grammar percentage of difficulties were 93.33% and the last for mechanics percentage of difficulties were 20%. Based on the data clearly seen that the highest difficulty level that frequently made by the students in writing Hortatory exposition text are in using grammar, content, organization, vocabulary and mechanics. It means that, the students should be improve their ability in mastering grammar well because grammar is the basic rules in combining words into sentences, so the students' ability in writing Hortatory exposition text can increase. Then, the writer was conducted observation nand test that wrote to know the all of activities that doing by the students during writing a composition writing of Hortatory exposition text. In this research, the writer using two (2) kinds of field notes namely, field notes in during conduct preliminary data and field notes in during conduct the research. The writer found that many students had difficulty in using familiar and un-familiar vocabulary. When the writer walks around to see the results of the students' ability in writing Hortatory exposition text, the researcher found that they have difficulty in mastering grammar. The students also worked together in writing the test with their peers. The students also opened the dictionary and opened google to answer the test and there are some of them was nosy to their other friends, fantasized, lazy and fallen asleep during worked the test.

## CONCLUSION

Based on the result and discussion concern data analysis of students difficulties in writing hortatory exposition text at eleventh grade yayaan perguruan taman siswa pematang siantar, the researcher conclude that the average score (mean score) of the students in writing Hortatory exposition text is 57.33 and it was categorized difficult. So, the students' ability in writing Hortatory exposition text are still difficult. In writing Hortatory exposition text, the students had the biggest difficulties in using grammar with the percentages of difficulties were 93.33% and the lowest difficulties in using mechanics with the percentages were 20%. Most of the participants was opened

google to answer the test, so their test result in using grammar was error. Besides that, the students also got difficulties in writing the content, organization and using vocabulary so that their test result was origin, not connected, and not enough to evaluate. The students should have the ability to making a new knowledge especially in term of content in which the students must able to editing the the main idea The organization of the text; the students still not fluent, no organization and the confusing ideas or disconnection. And then language uses: frequent error of negation, and tense or the grammatically is wrong. The students are low in vocabulary mastery, the writer can be conclude it because, in doing the test, the students are still difficulty to translate from Indonesia into English, they have the difficulty ttranslate phrase, statement and common vocabulary. The studens get unsatisfactory when writing a generic structure and features of hortatory exposition text.

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