

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
WRITING HORTATORY EXPOSITION TEXT  
ABILITY**  
**(A Study at the Eleventh Grade Students of SMA Negeri 1  
Pinangsori in 2018/2019 Academic Year)**

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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 Negeri 1 Pinangsori in 2018/2019 academic year, 2) The difficulties that faced by the students in writing hortatory exposition text at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 academic year. This research is used mixed method; that is combination of qualitative and quantitative research. The informants of this research are 15 that representative from the eleventh grade students of SMA Negeri 1 Pinangsori. The data were collected by test and observation. 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 students of SMA Negeri 1 Pinangsori, 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.

Keywords: Analysis, Students' Difficulties, Writing Hortatory Exposition Text.

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui: 1) kemampuan siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori tahun akademik 2018/2019, 2) kesulitan-kesulitan yang dihadapi oleh siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori tahun akademik 2018/2019. Penelitian ini menggunakan metode campuran; yaitu perpaduan penelitian kualitatif dan kuantitatif. Informan penelitian ini terdiri dari 15 siswa yang mewakili dari kelas sebelas di SMA Negeri 1 Pinangsori. Data dikumpulkan dengan tes dan observasi. Tes digunakan untuk mengetahui kemampuan siswa dalam menulis teks hortatori eksposisi dan kesulitan-kesulitan siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori, observasi digunakan untuk mengetahui semua aktivitas atau tingkah laku siswa dalam menulis teks hortatori eksposisi. Nilai tertinggi 75, nilai terendah 38, dan nilai rata-rata dalam menulis teks hortatori eksposisi 57.33 dan dikategorikan sulit, itu artinya kemampuan siswa dalam menulis teks hortatori eksposisi masih mengalami kesulitan. Siswa mengalami kesulitan dalam menggunakan content 80%, organization 73.33%, vocabulary 73.33%, grammar 93.33% dan mechanics 20%. Artinya siswa perlu belajar lebih banyak lagi tentang teks hortatory eksposisi.

**Kata kunci:** Analisis, Kesulitan Siswa, Menulis Teks Hortatori Eksposisi

## I. INTRODUCTION

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form. Writing involves transferring a message from our thoughts using language in written form and it is a communicative competence. Writing English in a foreign language is not easy as we thought moreover for non-native learners. So, it is the reason why the students always face difficulties in writing.

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 of

hortatory exposition text consist of three parts, they are: thesis, arguments and recommendation. To strenghten the explanation, the 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 the writer's experience or PPL in teaching at the eleventh grade students of SMA Negeri 1 Pinangsori (it starts from July to September 2018), the writer gave the composition writing of hortatory exposition text for them. From the results, the writer found that only 10% (3 out of 30 students) can write generic structure of hortatory exposition text well, and 90% (27 out of 30 students) are failed in writing generic structure of hortatory exposition text. They can not develop their ideas in writing thesis of hortatory exposition text, and they also can not write recommendations well. It can be seen from most of them do not use "**should be**" and "**must be**" to recommend the people how something should or should not be the case.

Some difficulties that faced by the students in writing hortatory exposition text can affected by several factors. First, there still many students are difficult to achieve the communicative purpose of hortatory exposition text, especially in constructing the text, second, the students are still confused of using simple present tense, third, the students can not distinguish among analytical exposition text and hortatory exposition text, and the last the students also have limited vocabulary.

Many efforts have been done to prevent the problems, for example: varying teaching methods, completing the school facilities, giving motivation, stimulate students' skill (including their motor skill, intelligence and creativity) and improving the interest of students by giving good learning activities that make them having challenging and be active to practice their idea especially in writing. But these problem are still not resolved.

The writer sees there are some problems that will be arised if the problem above can not be solved, such as; 1) the students can not share their ideas in writing form well to other people. So that, the other people can not understand what they mean in their written, 2) the students will feel scared or avoiding the task that has given by the teacher specially in writing genre, 3) the students will not confident on their writing that has done by them.

Based on the explanation above, the writer tries to analyze the difficulties that frequently made by the students at the eleventh grade of SMA Negeri 1 Pinangsori in writing hortatory exposition text ability with analyzing the indicators of writing hortatory exposition text (such as content, organization, vocabulary, grammar and mechanics).

## **1. Writing Hortatory Exposition Text**

Writing is a medium of human communicaiton that represents the language and emotion through the inscription or recording of signs and

symbols. In writing, the writer can express their feelings, idea, thinking, share opinion in written form. According to Mertens (2010:7), "Writing is a complex and cognitively demanding activity." Furthermore, according to Sakolik in Linse (2006:98), "Writing is a combination of process and product". While, according to Victoria (2009:29) "Writing is used in it's own right as a form of communication everywhere in our society today".

Djuharie (2007:31) states that in the hortatory exposition text, the writer presents a view/ ideas/ opinions to influence/ to persuade the reader to have a pro-contra attitude towards something, and invites the reader to do something. From explanation above, the writer concludes that writing hortatory exposition text is a process to produce the idea from the writer about the topic discussed in order to persuade the readers or listeners about something should do or should not in the case.

## **2. Indicators of Writing Hortatory Exposition Text**

### **a. Content**

Content is how the writer develop his or her idea related with the topic that he or she wants to discuss. Soule et al., (2007:20) says, "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 (2015:23) says, "Content is there 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 (2018:6) says, "Organization matched the assignment". According to Brown in Sarwanti (2015:23), "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 and Davoudi (2016:139) says, "Vocabulary knowledge is a significant aspect of learning a second or foreign language". According to Maskor and Baharuddin (2016:261) "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 (2007:5) 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 (2018:6) 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 (2018:7), Mechanics consist spelling, punctuation, capitalization, etc. Meanwhile, Brown in Sarwanti (2015:23) states that mechanics of writing deals with capitalization, spelling, and punctation". Based on explanation above, the writer concludes that mechanics in writing consist of punctuation, capitalization and spelling.

**f. Social Function of Hortatory Exposition Text**

Social function refers to the aim of the text. According to Pardiyono (2007:216) "The social function of hortatory exposition text is to argue that something should be or ought to be". Similarly, Gerot and Wignell in Pricilia (2012:11) said, "Hortatory exposition has social function to persuade the reader or listener that something should or should not be in the case". From the explanation above, the writer concludes that the social function of hortatory exposition text is to persuade or influence the readers or listeners that should do something or not.

**g. Generic Structure of Hortatory Exposition Text**

Djuharie (2007:31-32) said that the general structure of hortatory exposition text consist of three parts, they are; thesis, arguments and recommendation.

1. Thesis : is a statement that will make a reaction from the reader about the topics or statements or announcement of issue concern.

2. Argument : give some of ideas in our mind to support the thesis based on the facts.

3. Recommendation : some of assumes, advice, or recommendation

to the people how something do or not to do.

#### **4. Lexicogramatical Features of Hortatory Exposition Text**

Djuharie (2007:32) said that hortatory exposition text often using certain linguistic elements, including: 1.Abstract noun (*policy, government, etc*), 2.Jargon (*species, mammal, etc*), 3.Modals (*must, should, etc*), 4.Evaluative language (*necessary, important, significant, valuable*), 5.Passive sentences, and 6.Thinking verb, (*I believe, I think*).

## **II. METHODOLOGY OF RESEARCH**

The location of the research is in SMA Negeri 1 Pinangsori. It is located on Jl. Sisingamangaraja, Desa Albion, Kecamatan Pinangsori, Kabupaten Tapanuli Tengah, Sumatera Utara. The headmaster of this school is Muhammad Ali,S.Pd.,MM and the teacher of English in this school are Risman Arbi Sitompul,S.S.,M.Si and Andriwati Zega,S.Pd.

The writer takes one class to do the research from four class in XI grade MIA, that is XI grade MIA3 which consist 30 students but the writer focused on 15 students as the informants of this resarch. This research uses mixed methods (combination qualitative and quantitative research in the same study). Sample was taken by using purposive sampling. The data were

collected in test (using composition writing of hortatory exposition text) and observation (using field notes).

Miles and Huberman in Sugiyono (2014:40) states that in qualitative research, there are some steps that used by the researcher to analysis the data, they are: data reduction, data display and conclusion drawing or verification.

a. Data Reduction

Sugiyono (2014:405) said that, Reducing data means that summarizing, choosing the main things, focusing on things that are important, looking for themes and patterns, thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it if needed.

It means that the data reduction involves make the summary of the data that has gotten and separating the unnecessary data. In this step, the writer focused, simplify and moved raw data into easier to manage.

b. Data Display

This technique will be done after the data has been collected, identified and classified. The data will be displayed through quantification the percentage of the students' difficulties. To quantify the difficulties students made, the writer uses percentage formula:

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

In which:

P= Percentage of difficulties

F= Frequency (number of difficulties)

N= Total whole score of difficulties

#### c. Conclusion Drawing

Sugiyono (2014:412) says, In qualitative research it might be able to answer the formulation of the problem that formulated from the beginning, but it might be not, because it has been stated the problem and the formulation of the problem in qualitative research are still temporary and will develop after reserach is in the field.

It means that, data reduction, data display, and conclusion are continuity at the time before, during, and after data collection in a common form called analysis.

### III. RESULT AND DISCUSSION

#### 1. Students' Ability in Writing Hortatory Exposition Text at the Eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year

In this research, the writer using indicators of writing hortatory exposition text, namely: content (in social function hortatory exposition text), organization (in generic structure hortatory exposition), vocabulary (in lexicogrammatical features hortatory exposition text), grammar (in lexicogrammatical features hortatory exposition text) and mechanics (in lexicogrammatical features hortatory exposition text) to know students' ability in writing hortatory exposition text.

**Table 1.**

**Test Score Qualification to Interpret the Level of Difficulties**

No	Score	Level of Difficulties
1	86-100	Very Easy
2	76-85	Easy
3	65-75	Medium
4	56-64	Difficult

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5	0-55	Very Difficult
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Adopted from Burns in Paskal et al., (2007:7)

Table 1 above is the guidance for the researcher to identify the students ability in writing hortatory exposition text. Then, the score of students in writing hortatory exposition text ability at the eleventh grade of SMA Negeri 1 Pinangsori can be seen from the table 2 below:

**Table 2.**

**Table Recapitulation of Students in Writing Hortatory Exposition Text**

**(15 Informants)**

No	Informants	Indicators of Writing					Total	Level of Difficulties
		C	O	V	G	M		
1	MH	13	10	13	17	5	58	Difficult
2	PTP	15	13	9	10	4	51	Very Difficult
3	MPS	18	17	14	18	5	72	Medium
4	TA	18	12	13	14	5	62	Difficult

5	DK	22	14	15	15	5	71	Medium
6	PKN	13	13	13	17	5	61	Difficult
7	LRH	13	8	7	5	5	38	Very Difficult
8	RS	17	10	9	11	5	52	Very Difficult
9	YST	13	8	8	7	3	39	Very Difficult
10	HEL	17	10	11	15	5	58	Difficult
11	BHN	15	13	13	15	3	59	Difficult
12	CRHS	22	15	14	19	5	75	Medium
13	DMT	13	8	7	7	5	40	Very Difficult
14	SZ	25	16	14	15	5	75	Medium
15	SHM	14	10	10	12	3	49	Very Difficult
Average Score (Mean Score) = $\sum \frac{x}{N} = \frac{860}{15}$							57.33	DIFFICULT

From the table above, the writer concluded that the highest score from the whole score are from CRHS and SZ with the score were 75 (it was categorized medium) and the lowest score is from LRH with the score was 38 (it was categorized very difficult). Then, the average score

of the students' ability in writing hortatory exposition text were 57.33, and it was categorized "**difficult**". So from the calculation above, it can be concluded that the students' ability in writing hortatory exposition text at the XI MIA 3 of SMA Negeri 1 Pinangsori are still difficult.

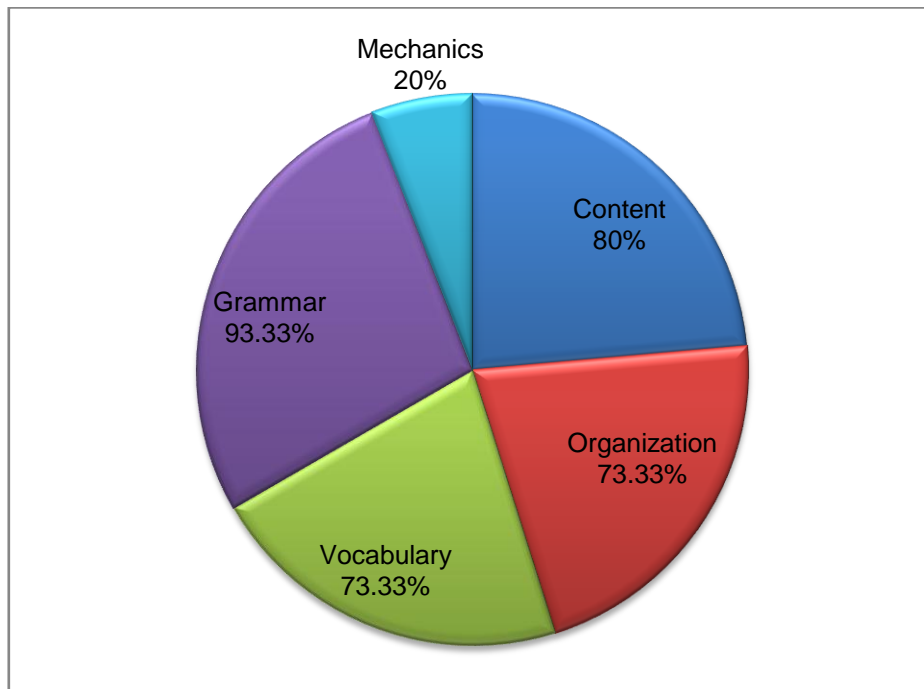
## 2. Students' Difficulties in Writing Hortatory Exposition Text at the Eleventh Grade of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year

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 researcher 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 Negeri 1 Pinangsori in writing hortatory exposition text ability can be tabelized as table 3 and as figure 1 below:

Table 3

**Percentages of Students' Difficulties in Writing Hortatory Exposition****Text**

<b>No</b>	<b>Type of Indicators</b>	<b>Total of Students who had Difficulty</b>	<b>Percentage</b>
1	Difficulties in content	12	80%
2	Difficulties in organization	11	73.33%
3	Difficulties in vocabulary	11	73.33%
4	Difficulties in grammar	14	93.33%
5	Difficulties in mechanics	3	20%



**Figure 1**

**Difficulties that Faced by the Students in Writing Hortatory Exposition Text Ability**

#### **IV. DISCUSSION**

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

exposition text at the eleventh grade students of SMA Negeri 1 Pinangsori 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 with using field notes that wrote by the observer (teacher of English in SMA Negeri 1 Pinangsori) to know the all of activities that doing by the students during witing 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. As the result of the field notes are:

1. The researcher found that many students had difficulty in using familiar and un-familiar vocabulary.
2. When the researcher 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.
3. The students also worked together in writing the test with their peers.
4. 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**

The conclusion in this research are:

1. The result finding shows 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.
2. 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%.

3. 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.

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