

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION

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Abstract

This study aims at analyzing students' ability in writing hortatory exposition based on the generic structure. The research design was descriptive methods. The researcher chose eleventh grade students in SMA Negeri 5 Malang especially in cross interest class (*kelas Lintas Minat*) which consists 29 students as the subject of the research. The data was collected by students' assignment in writing hortatory exposition. The findings of this research stated that the ability of eleventh grade students of SMA Negeri 5 Malang in writing hortatory exposition based on the generic structure were in "Good" category with the mean 72. There are 6 students were in "Very Good" category, 16 students were in "Good" category, 4 students in "Fair" category, and 3 students were in "Poor" category which wrote the hortatory exposition based on the generic structure. The researcher concludes that the students' ability in writing hortatory exposition text based on the generic structure categorized as good with the mean was 72. Based on research findings, it is addressed to the students to learn more the generic structures of hortatory exposition and the teacher must investigate approaches or methods for teaching hortatory exposition text so that students can understand the topic. It is also needed to further exploration and investigation about analysis students' ability in writing hortatory exposition in other future research.

Key Words: Writing Ability, Students' Ability, Hortatory Exposition, Generic Structure

INTRODUCTION

Language is a way to understand human thoughts and feelings, and to express the content of these thoughts and feelings. The purpose of language education, especially English as foreign in Indonesia is to express their idea and feeling in the community. People should master four abilities that consist of writing, speaking, listening and reading.

Writing is one of the skills students must learn when learning English. This skill is a special skill it is the capacity to present learners' thoughts or opinions in writing in a clear and understandable way. Moreover, as stated by Wahyuni (2016), the writing essence, the writer must be able to convey to the reader what he or she is discussing. According to Setyawan (2016), he says that writing is a method of expressing one's thoughts and feelings about a particular experience, and it entails people freely writing their ideas, feelings, and thoughts. In addition, writing is an activity when we write our ideas and we know what and how to say it, after done writing the ideas, we must read what we write and make changes and correction. There are some language components in writing like grammar, punctuation, and word meaning that clearly appraised. The reader can understand what the writer wants to talk about if the arrangement of the writing is clear. Books, newspapers, magazine, literary works, journal, and thesis a written language that is usually used in the publication, which means writing skill is an important role in our life. Furthermore, writing is a way that we produce and strongly affected by restriction of genres. There are many kinds of text, for instance narrative, descriptive, explanation, recount, information, report, and argument. Those types of texts have their own generic structures, textual features and grammatical features.

In 2013 curriculum, high school learners should be able to properly, fluently, and appropriately arrange written content utilizing generic structure and linguistic features. One of the texts which students must learn and produce in the second grade in senior high school is Hortatory Exposition text. This text is a text that persuade about something should or should not be the case. Students should be able to learn a challenging exposition text. By producing hortatory exposition, students will improve

their ability to present ideas and offer solutions to problems. The text provide information that completed by evidences, facts, and statistic to support text idea (Wahyuni, 2016). However, writing essay is difficult for students. It is always challenging when they do not have any media or example to develop their ideas. Setyawan (2016) says that students must consider the topic and express it in words that are well-organized based on genre text structure in writing text. Students should also pay much attention when using the dictionary and be able to organize their thoughts well. However, students' writing skills are far from ideal, and they have difficulty writing in genres, particularly when employing generic structures. According to Richards and Renandya (2002), the challenge is not only in creating and organizing ideas, but also in translating them into comprehensible text. This research also relates to four previous studies to the research of analysis students ability in writing hortatory exposition by the students. The result of some previous studies above showed that the majority of the students' ability in writing hortatory exposition was in average or mediocre level. It also found that the students still have difficulties in writing the text based on the generic structure.

This issue is a fundamental reason to conduct this research because the researcher's experience when she was teaching practice program (PPL) in SMA Negeri 5 Malang found that the students were still confused how to arrange the sentence into good paragraph based on the generic structure. Therefore, this research focuses on analysis of writing ability of the students in writing hortatory exposition text in terms of generic structure.

METHOD

This study is a descriptive research that attempts to know the students' ability in writing hortatory exposition text. The researcher analyzes students' ability in writing hortatory exposition text in terms of generic structure. The instrument of this study is writing Hortatory Exposition assignment for the students. After their writing collected, the researcher identified and classified the results of students' written test then divided into five categorizes; excellent, very good, good, fair, and poor.

The subject of the research is eleventh grade students in SMA Negeri 5 Malang especially students who take English as *lintas minat* (interest crossing). There were 29 students.

Analyzing the data aimed to examine students' ability in writing hortatory exposition. The data were analyzed in terms of generic structure of hortatory exposition. The texts were analyzed by two raters based on generic structure scoring rubric. After the texts analyzed by two raters, the scoring was cumulative into range from 1-100 according to Qalby and Ivery (2013), it can be used the score follows:

SCORE	CLASSIFICATION
EXCELLENT	90-100
VERY GOOD	80-89
GOOD	70-79
FAIR	60-69
POOR	0-59

The data collected are analyzing by using this fomula:

$$\text{Final Score} = \frac{R1+R2}{\text{Total raters}}$$

Where:

R1 = Total score from Rater 1

R2 = Total score from Rater 2

Total Raters = (two raters)

To find out the mean score is using the formula:

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

Where:

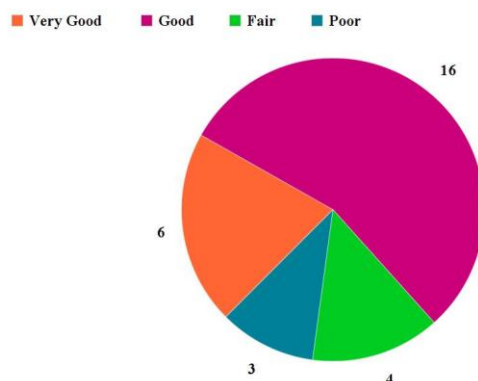
M = Means Score

$\sum$ = Total Score

N = Number of students (Gay, 1981:298)

FINDINGS AND DISCUSSION

In this finding, the researcher identified the students' capability in writing hortatory exposition which focused on generic structure. The aim of this research is to find out in what level the students' ability in writing hortatory exposition which focused on generic structure. The findings of the research presented in the chart below:



From the chart above, the researcher found that there are 6 students in very good score category. The students could make the hortatory exposition based on the generic structure completely and the ideas in all of the sentences are put correctly based on the generic structure.

There are 16 students in good categories which mean they could completely write the hortatory exposition based on the generic structure, but not all the ideas of their sentences are put correctly as in the generic structure. There are 4 students in fair category. The students wrote the hortatory exposition based on the generic structure less complete, however the ideas in their sentences were put correctly according to the generic structure. And, the last 3 students in poor category, they wrote the hortatory exposition were not based on the generic structure and the ideas were not put correctly according to the generic structure of hortatory exposition.

In this research, the highest score was 83 and the lowest score was 40. In contrast, the researcher found that the number of average in this research was 72 which were in "Good" category. The explanation of the students' categories as follow:

1. Very Good Category

In this category, there are 6 students that completely write the hortatory exposition based on the generic structure. They also correctly put the ideas in the sentences. For example, "NJS" writing, based on NJS's writing, she can write hortatory exposition well based on the generic structure, such as: (thesis) "Thus, stress among students can be dangerous for several reasons.", (arguments) "Firstly, major negative effect of stress is on emotional health. Emotional health problem is more dangerous than physical health problem. Because, it can lead to most disastrous effects of all that is committing suicide." "The second disastrous effect of stress to an individual especially students is on academic performance. Actually this effect affected students beyond their thinking. Once they are in stress they have difficulty to concentrate on their study.", (recommendation) "For those reasons, it is better that we should find the causes of stress which we are going through, know the bad effect that we may face and take actions to manage it." In this paragraph, she can write hortatory exposition based on generic structure. All in all, the paragraph is excellent to very good.

Another example in very good category from DBP, based on DBP's writing, he can write hortatory exposition well based on generic structure, such as: (thesis) "Sleep provides an important role in physical and mental health. But how importance of us to sleep?", (arguments) "Sleep can help improve and strengthen memory." "Secondly, sleep can lowering blood pressure thus making the heart more stable.", (recommendation) "Sleep will makes our quality be in higher quality of life." In this paragraph, he can write hortatory exposition text based on generic structure and the paragraph is excellent to very good.

2. Good Category

In this category, there are 16 students which can write completely the generic structure of hortatory exposition, although, not all the ideas in their sentences were not correctly put according to the generic structure. For example, in KDAL's paragraph, the sentence of thesis was "Anxiety disorder is the most mental disorder that can be found around us." For the argument, she wrote "...anxiety needs to be watched if it appears without a cause or is difficult to control, because it could be caused by anxiety disorder." After she wrote this sentence, she did not put the ideas of the sentence. For the recommendation, she wrote "I think based on from some facts above, you should consult a psychiatrist."

3. Fair category

In fair category, the students less complete write the hortatory exposition based on the generic structure. There are 4 students in this category. They wrote the ideas were not all correctly put in the sentences according to the generic structure. For example, based on ARDP's writing, he can write hortatory exposition based on two generic structures, such as: (thesis) "Positive impacts also can be obtained by playing games online." (arguments) "Games online teach us for team work, train the brain, responsibility and sometimes attitude..." "By playing games online we can find many people from many country, and also we can even find new friends from games online."

"Sometimes we can learn the language while playing games online because we can use English for communicate with other player." In this paragraph, he did not put the recommendation. This paragraph is fair to good.

Another example in this category, RTH, in RTH's writing, she can write hortatory exposition with two generic structure of hortatory exposition, such as: (thesis) "There is a lot of reasons to start learning English." (arguments) Firstly, English is the international language. If we can

communicate in English, we can contact people from all over the world” “Secondly, if we can communicate in English, we can travel more easily.” “Lastly, you are likely to be hired in a job. If you are fluent in speaking English, you can be a translator in events.” In this paragraph, he did not put recommendation paragraph.

Another sample was from MRL, in MRL’ paragraph, she can write the hortatory exposition with two generic structures in hortatory exposition, such as: (thesis) “...every human being will have mental health is different, so it is every important for us to understand mental health.” (Recommendation) “To keep our mental stay healthy and prevent the occurrence of psychiatric disorders some of the efforts that we have to do is draw closer to God, doing physical activity, to help others with sincere, keep your mind positive, have the ability to resolve problems, and maintain good relationships with family and the people around.”

4. Poor category

In this category, there are 3 students that did not completely write the hortatory exposition based on the generic structure as well as the ideas in their sentences. For example, DRA, in DRA’s paragraph, she only write recommendation paragraph in hortatory exposition. The paragraph is “Even though in a situation like this, maintaining mental health is very necessary to avoid a decrease in body power due to the emergence of mental illness such as stress.”

Another example, AUR, she only write recommendation paragraph in her hortatory exposition. The paragraph is “...it is important to always implement health protocols, especially when there is an urgent matter that requires us to leave the house.” In addition, in DRA’s paragraph, she also only write recommendation paragraph in hortatory exposition. The paragraph is “Even though in a situation like this, maintaining mental health is very necessary to avoid a decrease in body power due to the emergence of mental illness such as stress.”

The critical things in writing are organization or generic structure. In the textual material arrangement system, cohesiveness, sequence of meaning, universal particular, specific to general, chronological order, and the special order pattern are examples of organization or generic structure (Brown in Sarwanti (2015)). This means that organization refers to a method of matching materials or assignments or arranging them in written form. The generic structure of hortatory exposition (Gerot & Wignell, 1994) consist thesis, arguments, and recommendation. However, some people or students still make the mistakes of writing the text based on the generic structure.

The goal of this study is to determine the students' capability to write hortatory expositions using a generic format. The researcher concluded that the students' ability to write hortatory expositions based on a generic structure was in the "Good" category. The researcher found two students did not write the thesis of hortatory exposition. According to Gerot & Wignell (1994) the thesis of hortatory exposition is describing the beginning of the issue in hortatory exposition. The students did not present the introduction of the issue correctly whereas the thesis is a paragraph that introduces the issue. The researcher also found six students did not write the arguments of hortatory exposition. In this part of generic structure, the students did not write the reasons that should or should not be done. The students only wrote the statement about the issue. In contrast, all of students wrote the recommendation of hortatory exposition which consists of the recommendation of the issue.

Based on the findings, there are 6 students in “Very Good’ category that completely write the hortatory exposition based on the generic structure, there are 16 students in good categories which mean they could completely write the hortatory exposition based on the generic structure, but not all the ideas of their sentences are put correctly as in the generic structure. It is said by

Jacob (1981) in Ulfa, Nopita, and Agust (2019) that generic structure or organization is a small idea in a work suitable for paragraphs under larger ideas. In other word, organization or generic structure is a written form that should be fluent expression fully, stated the ideas clearly, should be properly arranged, rationally, arranged, and matched.

The researcher also found that there are 4 students in fair category. The students wrote the hortatory exposition based on the generic structure less complete, however the ideas in their sentences were put correctly according to the generic structure. In line, Yarny and Havid (2019), the students have low understanding on hortatory exposition's generic structure. In Fauziah (2014), the low and middle achievers or level found problems in thesis, well described arguments and recommendation. It is also found in this research, the fair level students did not write the thesis or arguments, but they could write the recommendation.

The last 3 students in poor category, they wrote the hortatory exposition were not based on the generic structure and the ideas were not put correctly according to the generic structure of hortatory exposition. In line Nurhadi and Hidayat (2019) stated the students were difficult to write the text based on the organization or generic structure. Furthermore, the students did not understand how to write hortatory exposition in term of generic structure. In addition, in line Wahyuni (2016), students are still struggling to construct the generic form of hortatory exposition.

As the finding above, the researcher compared with some previous that related to this research. Here are some the related previous research.

1. Wahyuni's study (2016) used 30 students as sample and written test as the instrument. It was discovered that the students' writing score was 61.65, indicating that they have yet to acquire the passing grade. The focus of this study was on the students' capacity to write hortatory exposition.
2. Setyawan (2016) conducted another study that looked at the students' ability to write hortatory exposition. According to the findings, the students were performing at a middling level (55.26%). He deduced that the hortatory exposition's theme was neither too challenging nor too easy for the students.
3. Another research related to this research is that of Yerni and Havid (2019). The study looked at students' abilities to write hortatory expositions in terms of their generic structure, cohesiveness, and coherence. The students' writing skill was found to be competent, with a score of 2.79 for generating the generic structure, indicating that the students' grasp of the generic structure was inadequate.

The researcher discovered that the result was moderately different based on the previous studies. In this present research, the researcher took 29 students as the sample and writing test as the instrument of the research. The capability of eleventh grade students of SMA Negeri 5 Malang in writing hortatory exposition based on the generic structure was in "Good" category with the mean score 72.

For the statement above the present research found that the students were able to write the hortatory exposition based on the generic structure. It also can be interpreted that the topic was based on the students' interest. In other word, the majority of students grasped the generic structure of hortatory exposition and was able to write hortatory exposition using that structure.

CONCLUSION AND SUGGESTIONS

The analysis shows that the students' writing hortatory exposition ability is in Good category with the mean 72. It means that the eleventh grade students of SMA Negeri 5 Malang can write hortatory exposition in terms of generic structure.

It is addressed to the students to learn more the generic structure of hortatory exposition and the teacher must investigate approaches or methods for teaching hortatory exposition text so that students can understand the topic. It is also needed to further exploration and investigation about analysis students' ability in writing hortatory exposition in other future research.

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