

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 14 PEKANBARU IN COMPREHENDING HORTATORY EXPOSITION TEXT

Aradila Priando¹, Syofia Delfi², M. Syarfi³

Email: aradila.priando@gmail.com, sofia_delfi@yahoo.co.id, mhd_syarfi@yahoo.co.id

Contact: +6285355514918

English Study Program
Language and Art Department
The Faculty of Teachers' Training and Education
University of Riau

Abstract : *The purpose of this study is to find out the ability of the second year students of SMAN 14 Pekanbaru in comprehending hortatory exposition text. This research focuses on students' comprehension about hortatory exposition text in terms of finding main ideas, factual information, finding meaning of difficult word, finding references, finding restatement, identifying the generic structure, language feature and social function .The data were collected using the multiple choice test. The test contained 40 items. The try out was conducted to check the validity and reliability of the test. Based on the result of the data analysis, it is found out that main idea (56.25) is classified as mediocre, the mean score of finding factual information is also (56.25) and classified as mediocre, the mean score of finding meaning of vocabulary (64.06) is classified as good. Meanwhile, the mean score of finding reference (64.38) is classified as good, the mean score of finding restatement (68.4) is classified as good. Meanwhile the mean score for the generic structure is (61.8) classified as good, the mean score for identifying language feature is (68.7) classified as good, and the last one is the result of the mean score of the identifying social function (63.7) is classified as good also. As whole, the researcher got the final result for the students' ability in comprehending hortatory exposition text is (63.04), it means that the student ability is classified as good.*

Keywords : *Study, Ability, Hortatory exposition text.*

SEBUAH KAJIAN TENTANG KEMAMPUAN SISWA KELAS 2 SMAN 14 PEKANBARU DALAM MEMAHAMI TEKS HORTATORY EKSPOSISI

Aradila Priando¹, Syofia Delfi², M. Syarfi³

Email: aradila.priando@gmail.com, sofia_delfi@yahoo.co.id, mhd_syarfi@yahoo.co.id

Contact: +6285355514918

English Study Program
Language and Art Department
The Faculty of Teachers' Training and Education
University of Riau

Abstrak: Tujuan dari penelitian ini adalah untuk meneliti kemampuan siswa kelas 2 SMAN 14 Pekanbaru dalam memahami teks hortatory eksposisi. Penelitian ini berfokus pada kemampuan siswa dalam memahami teks hortatory eksposisi dalam hal menemukan ide pokok, informasi faktual, menemukan kata-kata sulit, menemukan referensi, pernyataan kembali, mengidentifikasi struktur umum, unsur kebahasaan dan fungsi sosial. Data diperoleh dengan menggunakan test pilihan ganda yang terdiri dari 40 soal. Uji coba dilakukan untuk memperoleh validitas dan reliabilitas tes yang baik. Berdasarkan hasil yang diperoleh, nilai rata-rata dari *finding the main idea* adalah (56.25) dan diklasifikasikan sebagai *mediocre*, nilai rata-rata dari *finding factual information* juga (56.25) dan diklasifikasikan sebagai *mediocre*, nilai rata-rata dari *finding meaning of vocabulary* (64.06) diklasifikasikan sebagai *good*. Sementara, nilai rata-rata dari *finding reference* adalah (64.38) dan diklasifikasikan sebagai *good*. Nilai rata-rata dari *finding restatement* adalah (68.4) dan dikelompokkan sebagai *good*. Sementara itu, nilai rata-rata dalam mengidentifikasi *generic structure* adalah (61.8) dan dikelompokkan sebagai *good*. Nilai rata-rata dari mengidentifikasi unsur kebahasaan adalah (68.7) yang diklasifikasikan sebagai *good*. Yang terakhir adalah hasil dari nilai rata-rata dari mengidentifikasi fungsi sosial (63.7) yang diklasifikasikan sebagai *good*. Secara keseluruhan, peneliti mendapatkan hasil akhir dari kemampuan siswa dalam memahami teks hortatory eksposisi adalah (63.04), yang berarti bahwa kemampuan siswa dikelompokkan sebagai *good*.

Kata kunci: Penelitian, Kemampuan, Teks Hortatory Eksposisi

INTRODUCTION

Reading is an important skill in comprehending texts. Without reading texts, the reader would not figure out the information that occurs in the texts. It will be essential if the students can comprehend the texts well, so that the students are able to get information easily without any difficulties. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading is an activity that activated the reader's mind. Its process involves the interaction between the reader and text. One of the reading phases is reading comprehension that is the process of inferring the ideas, feeling, concepts and information that the writer intends to convey. Vellutino (2003), states that reading comprehension may be simply defined as the ability to obtain meaning from written text for some purpose. It is a complex process that depends on word recognition and language comprehension. Meanwhile, Harmer (1998) explain that reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English.

In Senior High Schools, there are some types of texts that offered and learned by the students. Based on the 2006 curriculum for the second year students of SMAN 14 Pekanbaru, one of the text types learnt by students is hortatory exposition text.

SMAN 14 Pekanbaru can be categorized as one of the well-developed school in Pekanbaru. It is proved by the facilities and also the achievement of the school got. The writer him-self know well this school after the writer did the practice teaching in this school. Moreover, there are no other researchers who have done a research about the hortatory exposition text in this school. That reason also be a trigger for the writer to conduct a research in this school to find out the students' ability in comprehending hortatory exposition text.

Therefore, this study answers the research question, how the ability of the students in comprehending hortatory exposition text and what is most difficult aspect in comprehending hortatory exposition text.

METHODOLOGY

This is a descriptive research that it has only one variable namely, to describe the students ability in comprehending hortatory exposition text. Gay (2000) states descriptive study is useful for investigating a variety of educational problems. It means that the descriptive research is used to summarize the distribution of a variable or more but limited to sample data only, not to be generalized to population. In other word, this research is only to describe the ability of the second year students of SMAN 14 Pekanbaru in comprehending Hortatory exposition texts.

The technique of collecting the data plays an important role in conducting a research. To get the data, the writer constructs a test as an instrument. The students are asked to answer the question of the research. The test consists of 40 items from the hortatory exposition text. The students should complete selecting one correct answers of the multiple choice type in 60 minutes. The text was taken from English textbooks and

internet, and then, the test was checked to get the score of students individually. The population of the research is second year students of SMAN 14 Pekanbaru.

THE RESEARCH FINDINGS

This research is focus on the student's ability in comprehending hortatory exposition text with eight aspect of reading as the references. The eight aspect are Finding the main idea, factual information, meaning of the difficult word, reference, statement, generic structure, language feature and also the social function. The number of the sample class for the research is 64 of the second year students of SMAN 14 Pekanbaru. It is apply for the science class, which are XI IPA 2 and XI IPA 2. Below is the detail of the result of the research;

1. Individual Score

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	2	3.12	Excellent	63.05
2	61-80	34	53.12	Good	
3	41-60	27	42.18	Mediocre	
4	21-40	1	1.56	Poor	
5	0-20	0	0	Very poor	
	Total	64	100 %		

In summary, the mean score of the students in comprehending hortatory exposition text is 63.05. from that research, it is can be concluded that the ability of the second year students of SMAN 14 Pekanbaru in comprehending hortatory exposition text is in good level (63,05)based on the formula that adopted from Hatch and Farhady(1982) . It means that most of the students are classified in Good level, and already reached the minimum standard of this school. The result itself is also become the indicator about the students ability in comprehending hortatory exposition text.

1. The Classification of the Students' Ability in Each Components of Reading Comprehension

a. The Students' Ability in Finding Main Idea

Table 2. Students Score Classification in term finding main ideas

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	6	9.3	Excellent	56.25
2	61-80	11	17.2	Good	
3	41-60	23	35.9	Mediocre	
4	21-40	16	25	Poor	
5	0-20	8	12.5	Very Poor	
	Total	64	100 %		

For the students' ability in finding main ideas, there are 6 students (8.8%) classified in excellent level, 11 students (17.2%) in good level, 23 students (35.9%) in mediocre level, 16 students (25%) in poor level and 8 students (12.5%) are in very poor level.

b. The Student's Ability of Finding Factual Information

Table 6. Students Score Classification in term Finding Factual Information

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	2	3.1	Excellent	56.25
2	61-80	17	26.5	Good	
3	41-60	21	34.3	Mediocre	
4	21-40	16	25	Poor	
5	0-20	8	12.5	Very Poor	
	Total	64	100 %		

For the students' ability in finding factual information, there are 2 students (3.1%) who are in excellent level, 17 students (26.5%) are in good level, 21 students (34.3%) in mediocre level. Furthermore, there are 16 students (25%) who are in poor level and 8 students (19.1%) are classified in very poor level.

The researcher found out that the students' mean score in finding factual information is 56.25. It can be concluded that the ability of the second year students of SMAN 14 pekanbaru in comprehending hortatory exposition text in term of finding

factual information aspect is in mediocre level. It means that for the students are still need to re-learn how to find the factual information in hortatory exposition text.

c. The Students Ability in Finding Meaning of Vocabulary

Table 4. Students Score Classification In Term Meaning of Vocabulary

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	7	10.9	Excellent	64.06
2	61-80	21	32.8	Good	
3	41-60	20	31.2	Mediocre	
4	21-40	10	15.6	Poor	
5	0-20	6	9.3	Very Poor	
	Total	64	100 %		

The result for finding the meaning of vocabulary, there are 7 students (10.9%) who are classified in excellent level, 21 students (32.8%) are in good level, 20 students (31.2%) are in mediocre level. Besides that, 10 students (15.6%) are in poor level and 6 students (9.3%) are in very poor level. The researcher has found that the students' mean score in finding meaning of vocabulary is 64.06. In conclusion, the ability of the second year students of SMAN 14 pekanbaru in comprehending hortatory exposition text in terms of finding meaning of vocabulary aspect is in good level. It means that the students' vocabulary can be classified in a good level. Eventough, the students are needed to improve the vocabulary in term of reading the more complex text. It is also the indicator about their understanding to the texts.

d. The Students' Ability in Finding Reference

Table 5. Students Score Classification in term finding reference

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	7	10.9	Excellent	64.38
2	61-80	23	35.9	Good	
3	41-60	17	26.5	Mediocre	
4	21-40	12	18.7	Poor	
5	0-20	5	7.8	Very Poor	
	Total	64	100 %		

The students' ability in finding reference is classified as 7 students (10.9%) are in excellent level, 23 students (35.9%) are in good level, 17 students (26.5%) are in mediocre level, 12 students (18.7%) are in poor level and 5 students (7.8%) are in very poor level. The researcher found out that the students' mean score in finding reference is 64.38. It can be concluded that the ability of the second year students of SMAN 14 pekanbaru in comprehending hortatory exposition text in finding reference aspect is categorized as good level. It means that the student already know how to catch the information especially in finding references.

e. The Students' Ability in Finding Restatement

Table 6 The Students Score Classification in term Finding restatement

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	9	14	Excellent	68.4
2	61-80	19	29.6	Good	
3	41-60	29	45.3	Mediocre	
4	21-40	6	9.3	Poor	
5	0-20	1	1.5	Very Poor	
	Total	64	100 %		

For finding restatement, the students' ability classified as 9 students (14%) are in excellent level, 19 students (29.6%) are in good level, 29 students (45.3%) are in mediocre level, 6 students (9.3%) are in poor level and 1 students (1.5%) are in very poor level. From the data above, the researcher can conclude that the ability of the second year student of SMAN 14 Pekanbaru in comprehending hortatory exposition in finding restatement aspect is in good level. It means that the student got a good grade at finding restatement. Eventhough they are still need some improvement to make their grade better.

f. The Students' Ability in Finding generic structure

Table 7 The Students Score Classification in term finding generic structure

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	7	10.9	Excellent	61.8
2	61-80	19	29.6	Good	
3	41-60	20	31.2	Mediocre	
4	21-40	9	14	Poor	
5	0-20	7	10.9	Very Poor	
	Total	64	100 %		

For finding the generic structure, the students' ability classified as 7 students (10.9%) are in excellent level, 19 students (29.6%) are in good level, 20 students (31.2%) are in mediocre level, 9 students (14%) are in poor level and 7 students (10.9%) are in very poor level. The data above shown that the ability of the second year student of SMAN 14 Pekanbaru in comprehending hortatory exposition in finding generic structure aspect is in good level. It means that the student got a good grade at finding restatement. Eventhough they are still need some improvement to make their grade better.

g. The Students' Ability in Finding language Feature

Table 8 The Students Score Classification in term finding language feature

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	10	15.6	Excellent	68.7
2	61-80	21	29.6	Good	
3	41-60	22	32.8	Mediocre	
4	21-40	9	14	Poor	
5	0-20	2	3.1	Very Poor	
	Total	64	100 %		

The students' ability in finding the language feature classified as 10 students (15.6%) are in excellent level, 21 students (29.6%) are in good level, 22 students (32.8%) are in mediocre level, 9 students (14%) are in poor level and 2 students (3.1%) are in very poor level. From the data above, it is shown that the ability of the second year student of SMAN 14 Pekanbaru in comprehending hortatory exposition in finding language feature aspect is in good level. It means that the student to recognize the language feature is quite good for their level.

h. The Students' Ability in Finding social Function

Table 9 The Students Score Classification in term of finding social function

No	Range score	Frequency	Percentage (%)	Ability	Mean score
1	81-100	7	10.9	Excellent	63.7
2	61-80	17	26.5	Good	
3	41-60	26	40.6	Mediocre	
4	21-40	9	14	Poor	
5	0-20	5	7.8	Very Poor	
	Total	64	100 %		

Table 4.8 shows that 7 students (10.9%), are in Excellent level, 17 students (26.5%) are in good level, 26 students (40.6%) are in mediocre level, 9 student (14%) is in poor level, and 5 students (7.8). From the table above, it is shown that the ability of the second year students of SMAN 14 Pekanbaru in comprehending hortatory exposition in finding social function aspect is in good level. It means that the students already know how the social function of the hortatory exposition well.

i. The Mean Scores of the Students' Ability in comprehending Hortatory Exposition

Table 10 The classification of Students' Mean Score in comprehending hortatory exposition text.

No	The Classification of the Question	Mean Score	Level of Ability
1	Finding main idea	56.25	Mediocre
2	Finding factual information	56.25	Mediocre
3	Finding Meaning of Difficult Word	64.06	Good
4	Finding reference	64.38	Good
5	Finding restatement	68.4	Good
6	Identifying generic structure	61.8	Good
7	Identifying language feature	68.7	Good
8	Identifying social function	63.7	Good
	Total	63.04	Good

From the table above shows that from 8 components of reading comprehension, the researcher got the result that the mean score of finding main idea (56.25) is classified as mediocre, the mean score of finding factual information is also (56.25) and classified as mediocre, the mean score of finding meaning of vocabulary (64.06) is classified as good, the mean score of finding reference (64.38) is classified as good, the mean score of finding restatement (68.4) is classified as good. Meanwhile the mean score for the generic structure is (61.8) classified as good, the mean score for identifying language feature is (68.7) classified as good, and the last one is the result of the mean score of the identifying social function (63.7) is classified as good also. As whole, the researcher got the final result for the students' ability in comprehending hortatory exposition text is (63.04), it means that the student ability is classified as good.

A. Conclusions

Based on the research finding in comprehending hortatory exposition text, there are 2 students get excellent level. It means that they could comprehend the text very well. There are 34 students categorized into good level, it means they have good ability in reading comprehension. After that there are 27 students categorized into mediocre level, and there are only one student categorized into poor level. It means that the students should practice more in reading comprehension to past the standar minimum criteria (KKM) in their school

From the 8 aspect that becoming the indicators, the highest means score is in identifying the language feature is 68.7 and the lowest mean score is are in finding

factual information is 56.25. As whole, the students' ability in comprehending hortatory exposition can be categorized as good because the total mean score is more than 60.

B. Recommendations

From the conclusion above, the writer would like to give recommendations.

1. Considering that the student's ability level in comprehending hortatory exposition text is in good level, but the student should learn more about the hortatory exposition because the score are not reach the standard minimum criteria (KKM) in their school
2. For English teacher, the English teacher should have more effort to develop the students' motivation and encourage them to practice in comprehending hortatory exposition text in order to make the students familiar with reading materials in terms of five indicators of reading comprehension.
3. The last one, the researcher recommended other researches to continue the research findings in the other kinds of research.

REFERENCES

Nunan, David (Ed). 2003. *Practical English Language Teaching*. New York: McGraw-Hill.

Sterling Publishers Pvt. Ltd 4th Edition.

Vellutino, F.R. (2003). *Individual differences as sources of variability in reading comprehension in elementary school children*. In Sweet, A. P. & snow, C. E. (Eds). *Rethinking reading comprehension*. London: The Guilford Press

Harmer, J. 2001. *The practice of English language teaching*. Essex, England: Longman.

Gay, L.R. 2000. *Education Research. Sixth Edition*. Prentice Hall, Inc. New Jersey.