

ANALYSIS ON THE DIFFICULTIES OF SMAN 1 SUNGAI LALA STUDENTS IN WRITING HORTATORY EXPOSITION TEXT

Ikfina Bi Niam¹, Rumiri Aruan², Atni Prawati³

Email: ikfina.bi0600@student.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id, atni.prawati@lecturer.unri.ac.id
Phone Number: +6282163644526

*English Education Study Program Department
of Language and Art Education Faculty of
Teacher Training and Education
Riau University*

Abstract: *This study aims to find out the difficulties of the second-year students of SMAN 1 Sungai Lala in writing hortatory exposition texts. This study was descriptive quantitative research. The writer used a systematic sampling technique to decide the sample. From 133 students of the total population, the writer selected 50 students' as the sample. A written test and questionnaire were applied to collect the data. The finding shows that the student's ability in writing hortatory exposition text is at mediocre levels. The aspect of difficulties that faced by the students are the content aspect with the mean score 17.07, language use 15.93, mechanics 3.24 and organization 13.85 that considered as fair to poor level. Furthermore, the other students difficulty was found from the questionnaire where the higher indicator is cognitive difficulties that considered as good level with the percentage 70.32% (3.51). The result showed that the second grade students of SMAN 1 Sungai Lala have difficulties in writing hortatory exposition text.*

Key Words: *Analysis, Difficulties, Writing Skill, Hortatory Exposition Text*

ANALISIS KESULITAN SISWA SMAN 1 SUNGAI LALA DALAM MENULIS TEKS HORTATORY EXPOSITION

Ikfina Bi Niam¹, Rumiri Aruan², Atni Prawati³

Email: ikfina.bi0600@student.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id, atni.prawati@lecturer.unri.ac.id
No. Telp: +6282163644526

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui kesulitan siswa kelas dua SMAN 1 Sungai Lala dalam menulis teks hortatory eksposisi. Penelitian ini merupakan penelitian deskriptif kuantitatif. Penulis menggunakan teknik sampling sistematis untuk menentukan sampel. Dari total populasi yang berjumlah 133 siswa, penulis memilih 50 siswa sebagai sampel. Tes tertulis dan angket digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa kemampuan siswa dalam menulis teks hortatory eksposisi berada pada tingkat rata-rata. Aspek kesulitan yang dihadapi siswa adalah aspek konten dengan skor rata-rata 17,07, penggunaan bahasa 15,93, mekanik 3,24 dan pengorganisasian 13,85 yang tergolong cukup hingga kurang baik. Selanjutnya kesulitan siswa lainnya ditemukan dari angket dimana indikator yang lebih tinggi adalah kesulitan kognitif yang tergolong baik dengan persentase 70,32% (3,51). Hasil penelitian menunjukkan bahwa siswa kelas dua SMAN 1 Sungai Lala mengalami kesulitan dalam menulis hortatory teks eksposisi.

Kata Kunci: Analisis, Kesulitan, Kemampuan Menulis, Teks Hortatory Eksposisi

INTRODUCTION

Considering the significance of English as the international language, a school student should be provided with a tool in terms of the knowledge and skills in English he or she will use for communication with foreign people verbally or with written form. The higher knowledge and skills in English a student has acquired would lead him or her to a higher possibility of accessing valuable information other people can not.

In the process of English teaching and learning, writing is one of the skill that is important to master by the students. Writing plays a pivotal role in students' academic development and overall success. Bangert-Drowns et al (2004) conducted a meta-analysis of studies examining the impact of writing on academic achievement. Their findings revealed a strong positive correlation between writing and improved learning outcomes across various subject areas. The researchers emphasized the importance of incorporating writing activities into the curriculum to enhance students' comprehension, retention, and critical thinking skills.

Durga and Rao (2018) indicate that writing ability is considered as important because it is needed as a job requirement and to fulfill academic needs where communication is more channeled through writing. Therefore, writing skill is essential so that ideas can be expressed in a more clear as well as proper way that benefits communication of academic results or one's qualifications can be identified by the user to consider the best staff for a certain job. Thus, preparing the readiness for meeting challenges of growing technology and information.

Writing is regarded as the most challenging skill for students to master compared to other skills. According to Richards and Renandya (2002), writing is perceived as a highly challenging skill to master due to its complexity for learners of English as a foreign language.

The evidence can be seen from the Study Program for International Student Assessment (PISA). Based on the result, Indonesia's literacy proficiency score in 2015 was higher than in 2018 where the score in 2015 was 397 while in 2018 it was 371 and was ranked 72 which is the 6th place from below. Based on this survey, it can be concluded that the ability of students in Indonesia in the field of literacy is still low. Students still experience difficulties in literacy, one of which is writing.

Based on the 2013 curriculum syllabus, writing is one of skills that students should master. There are types of written texts such as narrative, descriptive, news item, recount and hortatory exposition text. According to Husein and Pulungan (2017) hortatory exposition text is a type of text that is intended to explain that something should or should not be done or happen to the reader or listener in a written or spoken text. In other words, hortatory exposition text is a text that addresses an issue that aims to influence the reader whether it should or should not be done or happen.

Based on the writer's observation during teaching practice at SMAN 1 Sungai Lala, the students got some difficulties in writing text types one of which is hortatory exposition text. Preliminary observations and assessments have indicated that students at SMAN 1 Sungai Lala struggle with writing tasks, particularly with hortatory exposition texts. This type of writing involves presenting a clear thesis, providing evidence and arguments, and making recommendations. The ability to write such texts is vital for students as it enhances their critical thinking, argumentative skills, and ability to engage in academic discourse. Among various genres of writing, hortatory exposition text present unique challenges due to their complex structure and

requirement for coherent argumentation and persuasion

Based on the background of the research above, the researcher conducted research entitled “Analysis on The Difficulties of SMAN 1 Sungai Lala Students in Writing Hortatory Exposition Text”.

METHODOLOGY

This study is a descriptive quantitative research. The population of this research was the second year students of SMAN 1 Sungai Lala in the academic year 2023/2024. The population was 133 students. In the sample selection process, the researcher used a systematic sampling technique to obtain respondents. The writer compiled a list of names from a total population of 133 and assigned serial numbers 1 and to the last number according to the population. After that, writer selected 50 people to be used as samples by taking only odd numbers. Total sample in this study was 50 of second grade students.

Furthermore, the researcher used a written test and questionnaire as instruments to collect data. There were 5 aspects of writing such as content, organization, language use, vocabulary and mechanics. The students were asked to write based on the topic that they chose and were expected to answer within 90 minutes. After that, students were asked to answer the questionnaire that contains three indicators such as psychological difficulties (P), cognitive difficulties (C), and linguistic difficulties (C).

In analyzing data, the researcher calculated the total score, mean, and percentages to categorize the level of writing ability mastery and difficulties. The writing test is analyzed and scored by using the EFL writing composition profile that adopted from Axelrod & Cooper (2020). The classification score of students' ability was adopted from Arikunto (2013), as shown in Table 1.

Table 1. The Classification Score of the Student's Ability		
No	Scores	Category
1.	81 – 100	Very Good
2.	66 – 80	Good
3.	56 – 65	Mediocre
4.	40 – 55	Poor
5.	0 – 39	Very poor

After getting the mean score of the written test, the writer measures the percentage results of questionnaire with a Likert scale. The criterion from the percentage of each item was adopted from Sugiyono (2010), as shown in Table 2.

Table 2. Students' Response Criteria

Percentage	Criterion
0% - 20%	Very Poor
21% - 40%	Poor
41% - 60%	Average
61% - 80%	Good
81% - 100%	Very Good

RESULT AND DISCUSSION

Result

1. Writing Test

Table 3. The Frequency of The Students' Score in Writing Test

No	Score	Frequency	Percentage	Description
1	81 – 100	3	6%	Very Good
2	66 – 80	15	26%	Good
3	56 – 65	28	56%	Mediocre
4	40 – 55	4	8%	Poor
5	0 – 39	0	0%	Very Poor
Total Mean Score: 64		50	100%	

Table 3 shows students' ability in writing hortatory exposition text. The total mean score of the students in writing hortatory exposition text is classified in the mediocre level. From 50 students, there are 3 students (6%) are in very good level, 15 students (26%) are in good level, 28 students (56%) are in mediocre level, 4 students (8%) are in poor level, and 0 (0%) students in very poor level. The mean score of the students is 64, which can be interpreted as the average performance level being just below the "Good" category, suggesting that while there are a few high and low outliers, the majority of students performed at a mediocre to good level.

Table 4. The Average and Level of Students' Writing Score

Aspects of Writing	Average Score	Score Level
Content	17.07	Fair to Poor
Organization	13.85	Fair to Poor
Vocabulary	14.67	Good to Average
Language Use	15.93	Fair to Poor
Mechanics	3.24	Fair to Poor

Table 4 shows the average score and score level for each writing aspect. From the writing text result, the aspect of difficulties that faced by the students are the content aspect with the mean score 17.07, language use (15.93), mechanics (3.24) and organization (13.85) that considered as fair to poor level. Meanwhile, in the vocabulary aspect with the mean score 14.67 classified as good to average level.

2. Questionnaire

Table 5. Frequency of Psychological Difficulties

No	Item	Mean	Percentage	Criterion
1	P1	4.10	82%	Very Good
2	P2	2.60	52%	Average
3	P3	2.78	55.6%	Average
4	P4	2.42	48.4%	Average
5	P5	2.68	53.6%	Average
6	P6	3.60	72%	Good
7	P7	2.28	45.6%	Average

Table 5 shows the frequency of psychological difficulties. There are two items that classified as very good and good. The first highest percentage is P1 with the statement “Lack of self-confidence makes it difficult for me to write hortatory exposition text” with the mean value 4.10 and the percentage is 82% which classified as very good level. It can be proven where 16 students (32%) chose always, 23 students (46%) chose often, and 11 students (22%) chose sometimes.

The second highest percentage is P6 with the statement “Lack of teacher feedback makes it difficult for me to write hortatory exposition text” with the mean value 3.60 and classified as good level with the percentage is 72%. There are 11 students (22%) chose always, 21 students (42%) chose often, 9 students (18%) chose sometimes, 5 students (10%) chose rarely, and 4 students (8%) chose never. It can be concluded that students often have difficulty due to the lack of self-confidence and teacher feedback in writing hortatory exposition text.

Table 6. Frequency of Linguistic Difficulties

No	Item	Mean	Percentage	Criterion
1	L1	3.68	73.6%	Good
2	L2	2.36	47.2%	Average
3	L3	2.50	50%	Average
4	L4	3.98	79.6%	Good
5	L5	2.32	46.4%	Average
6	L6	3.70	74%	Good

Table 6 shows the frequency of linguistic difficulties. There are three items that classified as good. The first is L4 with the statement “I have difficulty in making a good and correct sentence because the lack ability in grammar” with the mean value 3.98 and the percentage is 79,6% which classified as good level. It can be proven 11 students (22%) chose always, 27 students (54%) chose often, and only 12 students (24%) chose sometimes.

The second and the third highest percentage is L6 with the statement “I translated word by word into English while writing” and L1 “I use dictionary in writing Hortatory Exposition text”. Both of the statements are classified as good level where the percentage of L6 statement is 74% with the mean value 3.70 and the percentage of L1 statement is 73.6% with the mean value 3.68. From the answer obtained in L6 statement, there are 9 students (18%) chose always, 26 students (52%) chose often, 10

students (20%) chose sometimes, 1 students (2%) chose rarely, and 4 students (8%) chose never. Meanwhile in L1 statement, there are 8 students (16%) chose always, 24 students (48%) chose often, 12 students (24%) chose sometimes, and 6 students (12%) chose rarely.

Table 7. Frequency of Cognitive Difficulties

No	Item	Mean	Percentage	Criterion
1	C1	3.68	73.6%	Good
2	C2	4.20	84%	Very Good
3	C3	2.60	52%	Average
4	C4	3.14	62.8%	Good
5	C5	3.96	79.2%	Good

Table 7 shows the frequency of Cognitive difficulties. There are four items that classified as very good and good. The highest percentage is 84% with the main value 4.20 is obtained by the C2 statement “I have difficulty in understanding the hortatory exposition text” considered as a very good level. Based on the students’ answers, there are 26 students (52%) chose always, 12 students (24%) chose often, 8 students (16%) chose sometimes, and 4 students (8%) chose rarely.

The second percentage is obtained by C5 statement “I have difficulty in the process of writing” with the mean value 3.96 and the percentage is 79.2%. It is classified in good level. There are 23 students (46%) chose always, 12 students (24%) chose often, 8 students (16%) chose sometimes, 4 students (8%) chose rarely, and 3 students (6%) chose never.

The third percentage is C1 statement “I did not pay attention to the generic structure of hortatory exposition text in writing” with the mean value 3.68 and the percentage is 73.6%. It is in good level. There are 13 students (26%) chose always, 22 students (44%) chose often, 8 students (16%) chose sometimes, and 7 students (14%) chose never.

The fourth percentage is C4 statement “lack of material makes it difficult for me to write hortatory exposition” with the mean value 3.14 and is in good level (62.8%). There are 5 students (10%) chose always, 9 students (18%) chose often, 28 students (56%) chose sometimes, 4 students (8%) chose rarely, and 4 students (8%) chose never.

Discussion

Based on the data provided, the ability of the second year students of SMAN 1 Sungai Lala in writing hortatory exposition text is classified into mediocre level with the mean score 64. From 50 students, there are 3 students (6%) are in very good level, 15 students (26%) are in good level, 28 students (56%) are in mediocre level, 4 students (8%) are in poor level. It indicates that students still have difficulty in writing hortatory exposition text.

The purpose of this research was to find out the difficulties in writing hortatory exposition faced by second year students of SMAN 1 Sungai Lala. It was measured by using writing text and questionnaire as instrument. From the writing text result, the aspect of difficulties that faced by the students are the content aspect with the mean score 17.07, language use (15.93), mechanics (3.24) and organization (13.85) that

considered as fair to poor level. Meanwhile, in the vocabulary aspect with the mean score 14.67 classified as good to average level.

Furthermore, the other students difficulty was found from the questionnaire that consists of three indicators. The first higher indicator is cognitive difficulties that considered as good level with the percentage 70.32% (3.51) such as difficulty in text understanding, writing stages, generic structure and lack of material. The second indicator is linguistic difficulties with the percentage 61.8% (3.09) in a good level such as difficulty in grammar, interlingual transfer, and using dictionary. Then, the least indicator that considered as average level is psychological difficulties 58.4% (2.92) such as topic difficulty and lack of teacher feedback.

The writer found similarities in the results of previous research by Kartika (2017), who found that students' difficulties in writing were highest in the content aspect. The difference with previous researchers is that the other difficulties that was found from the questionnaire which includes three aspects of difficulties. The writer found that the highest difficulty was cognitive difficulty, followed by linguistic and psychological difficulties.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the data analysis, the research found that the student's ability in writing hortatory exposition text is at different levels, but most of the students get mediocre level. This indicates that while some students have a good or very good grasp of writing, a majority are struggling to meet higher proficiency levels.

The findings indicate that while some students at SMAN 1 Sungai Lala have a solid understanding of writing hortatory exposition texts, a majority face significant challenges that hinder their performance. These challenges span content development, language use, mechanics, and organization, as well as deeper cognitive and linguistic difficulties. Addressing these issues through targeted instructional strategies and increased teacher feedback can help improve students' writing skills and overall performance in English writing tasks.

Recommendations

According to this research, the researcher would like to offer several recommendations:

1. The students should learn and practice more about hortatory exposition text. Students also need to increase their extensive reading. Students must be able to manage their time in writing and learn more deeply such as understanding the topics raised in writing, how to develop ideas in writing, understanding generic structure and learning how to write well and correctly.
2. Teacher must be able to understand and teach correct writing procedures in English to students. Teacher can also use various kinds of learning media in teaching writing and implementing student-center learning to provide opportunities for students to express themselves.
3. There are suggestion for next researcher, the result of this research can be used as an additional reference for the next researcher and to investigate students'

difficulties in writing other English Texts. The future researcher also recommended finding some techniques for improving writing ability based on the problem that has been explained.

BIBLIOGRAPHY

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: RinekaCipta.
- Arikunto, S.(2012). *Dasar-Dasar Evaluasi Pendidikan Edisi 2*. Jakarta:Bumi Aksara.
- Axelrod, R. B., & Cooper, C. R. (2020). *The St. Martin's guide to writing (12th ed.)*. Bedford/St. Martin's.
- Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. *Review of Educational Research*, 74(1), 29-58. <https://doi.org/10.3102/00346543074001029>.
- Dewi, K. (2020). The Students' Difficulty in Writing Hortatory Exposition Text At the Eleventh Grade of SMA N 10 Jambi. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(3).
- Durga, V. S. S., & Rao, C. S. (2018). Developing students' writing skills in English: A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6).
- Husein, R., & Pulungan, A. H. (2017). *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/paket keahlian Bahasa Inggris BAB X Hortatory Exposition*. Jakarta: Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Maharani, A.P. (2018). *The Use of Wholesome Scattering Game to Improve Students' Ability in Writing Descriptive Text* (master's thesis). Tarbiah and Tadris State Institute for Islamic Studies (IAIN), Bengkulu.
- Putri, D. D., Harha, K., & Roza, W. (2013). An Analysis of The Students' Difficulties in Writing Hortatory Exposition Text by The Second Year Students Of SMAN 7 Padang. *Abstract of Undergraduate, Faculty of Education, Bung Hatta University*, 2(5).
- Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Sudijono, A. (2011). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada. Jakarta.
- Sugiyono. (2010). *Statistika Untuk Penelitian*. Bandung: Alfabeta.