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The Students' Difficulty in Writing Hortatory Exposition Text At the Elevent Grade-of SMA N 10 Jambi

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Abstract. The aim of this research is to describe the students 'difficulty in writing hortatory exposition text at the eleven grade of SMA N 10 Jambi, which focus focusing on text organization (thesis, arguments, and recommendation). Design of this research is descriptive qualitative. Pre-research were done by doing interview. The data are collected by documentation (students assignment by documentation (students' assignment made hortatory exposition text) and used quasi-statistical as the analysis method. As the result, thesis is the very most difficult part in making hortatory exposition text because twenty-one students (49%) from the overall forty-three students are unable to make thesis statement in their text. Meanwhile, the connectivity between the text organization is the most difficult in making this text because about twenty-nine (67%) from forty-three students are unable to make supporting arguments to thesis statement in their hortatory exposition text and they unable to make connectivity between recommendation and thesis statement. It means the supporting point of arguments to thesis statement is the most difficult component in arguments part and for recommendation part is in the level of recommendation connectivity with thesis statement. On the other hand most of the students proved having difficulty in text organization in making hortatory exposition text.

Keywords: difficulty; writing hortatory exposition text.

INTRODUCTION

Writing has lengthy steps, because of that writing put at the end of teaching learning English to get more time for students to think and develop their ideas. It means writing as the productive skill is considered more difficult than another productive skill, which supported by Richards and Renandya as quoted in Nacira's dissertation (2010:2) and Nunan (1989:35) view that views that writing is the most difficult skill to master no matter if it is a first or second language.

The eleventh grade students of SMA N 10 Jambi, students generally learn about some kind of text. Hortatory Exposition is one of them. It is a type of English text influences the reader to do something or act in a certain way.

The purpose of hortatory exposition is to present and influence the readers that should be so, and should not be.

Hortatory exposition text is included into persuasive writing as the part of exposition text (Masruroh, 2012). Actually, there are two kinds of exposition text: hortatory exposition and analytical exposition (Gerot and Wignell in Nurshiyam's journal, 2011:4)

The eleventh grade students of SMA N 10 Jambi have been studied narrative, spoof, and hortatory exposition text It means that they should be able to write narrative text. However, spoof and hortatory exposition text are the new ones. They did not learn it before. Spoof text is not too difficult for students because they only need to write about their funny experience. However, it is different from hortatory exposition text, which is more difficult than spoof text. Hortatory exposition text requires the students to have a critical thinking and develop the idea with the argumentative expression. Those characteristics cause many students get frustrated in composing this text. It means that the students get difficulty in making hortatory exposition text, especially in text organization but the specific difficulty in text organization can be seen after analyze hortatory exposition texts which were made by the students

Definition of Writing

According to Potato in Smith et al (2011), writing is a visible representation of thoughts and ideas using symbols of the writer's language system for purpose of communication or recording. In addition, Richards and Schimdt (2002: 592) defined that the writing is a system of written symbols, which represented the sounds, syllable, or words of a language.

Bell and Burnaby as cited by Nunan (1989) pointed out that writing is an extremely complex cognitive activity, in which to demonstrate control of a number of variables simultaneously, which put many features such as content, sentence structure, vocabulary, punctuation, and spelling of the sentences. Nevertheless, at paragraph and text, it had to able to write cohesive and coherent in the structure and integrates information.

There are many difficulties in writing, which covered by problems. Difficulties in writing are something that causes problem in writing. It depends on focusing of the problem is, which is the difficulties will appropriate with the problem.

Ngabut in Sari's jounal (2013) stated that, there were four common problems in writing. First is content, the students are not able to formulate main ideas and

supporting sentences into paragraph. Second is organizing, the students do not able to appear a topic of the text and describe it specifically in details. Third is vocabulary, the students are unable to communicate the idea, opinions, even disagreement smoothly by choosing appropriate words. The last is grammar, the students unable to describe the sentence structure comprehensively covers the patterns of sentences construction and the good order of the words in sentences sequence.

Definition of Hortatory Exposition Text

According to Soanesand Stevenson (2003), hortatory defined as the formal way to tend or aim to exhort and exposition defined as a comprehensive description and explanation of a theory. Gerot and Wignell as quoted by Nurshiyam (2011) stated that hortatory exposition text is to persuade the readers that something should or should not be case or be done. It supported by Wahidi (2009) who stated that hortatory exposition is a text that represented the attempt of the writer to have the addressee to do something or acted in certain way, which the purpose of this text is to persuade the reader that something should or should not be the case.

It can be concluded that hortatory exposition is a text about how the writer persuades the reader about something whether it should or should not be by represent the comprehensive explanations. To strengthen the explanation about an idea, some arguments as the fundamental reasons are needed.

Hortatory exposition text has three structural components. First, introduction is called thesis. Second, body is called arguments. Third, conclusion is called recommendation.

Wyrick's explained that in the first paragraph of hortatory explanation should be thesis that told the reader about the main idea phenomenon (Wyrick in Chaniago's journal , 2013). The thesis should be clear and specific statement because the purpose of thesis is to make the reader focus what the text tells is going to be about (Knapp & Watkins, 2005)

Glaswell, Par and Aikman (2001) stated that the body of hortatory exposition text is the main points with elaboration of logical information to support thesis.

The last paragraph in hortatory exposition text is a concluding paragraph. The recommendation states the viewpoint of the writer and summarized the evidence presented (Knapp & Watkins, 2005: 192). It can be concluded that recommendation is placed in the last paragraph. It contains the conclusion and persuasion (not an order but recommend) about what should or should not do and do not give any new information

From the explanation above, some possibility of difficulties appears dealing with text organization in writing hortatory exposition text, as follows:

(1) Students are not able to write thesis correctly in hortatory exposition text
(2) Students are not able to write arguments in writing hortatory exposition text
(3) Students are not able ordering arguments referring to the topic in writing hortatory exposition text
(4) Students are not able to write recommendation in line with thesis in writing hortatory exposition text

METHOD

The researcher where numerical data used in order to analyze the gathered information is called quantitative research.

According to Creswell, (1994), quantitative research is survey design provides a quantitative or numeric description of some fraction of the population the sample through the data collection process of asking question of people

The researcher chooses this research is The Students 'difficulty In Writing Hortatory Exposition Text at The Eleventh Grade of SMA N 10 Jambi. The data that being observed were documents and in the process to analyze them used quasi-statistic as one of qualitative method in analyzing data, the result of this research will appear in the shape of written words that being explain descriptively.

Technique of Collecting Data this research assembles data through collecting hortatory exposition text that is written by forty-three students of the eleventh grade students of SMA N 10 Jambi from their English teacher

Quasi-statistical analysis is used as technique of data analysis. It is a simple count of things, which one of method in qualitative analysis. According to .Backer and Hammersley in Maxwell (2010) argued that numbers give precision to statements about the frequency, amount, or typically of particular phenomena.

FINDING AND DISCUSSION

The result analysis students' difficulty in writing hortatory exposition text dealing with text organization as on table 1 below

Table 1. Distribution of Categories on Students' Difficulty

TO	Difficulty Category	ND	%	D	%	VD	%	Total (%)	
Thesis	Students difficulty dealing with:								
	1. Topic	34	79%	9	21%	0	0%	43	100%
	2. Thesis statement	5	12%	17	40%	21	49%	43	100%
Argument	Students difficulty dealing with:								
	1. The level of arguments clearance and existence	10	23%	22	51%	11	26%	43	100%
	2. The amount of arguments	17	40%	15	35%	11	26%	43	100%
	3. The supporting point of arguments to thesis statement	3	7%	29	67%	11	26%	43	100%
	4. The logical aspect of argument	18	42%	14	33%	11	26%	43	100%
	5. The order of argument	29	67%	3	7%	11	26%	43	100%
Recommendation	Students difficulty dealing with:								
	1. The level of recommendation clearance	9	21%	24	56%	10	23%	43	100%
	2. The level of recommendation connectivity with thesis statement	4	9%	29	67%	10	23%	43	100%
	3. The level of clearance ending	31	72%	2	5%	10	23%	43	100%

From the table above, can be explained that in analyzing the texts, there ar scale to show category of students difficulty level. Those ND means "Not difficult. D means difficult" "and VD means "Very difficult. The analysis result is in percentage. It used to make the result between categories more clear. 49% from forty-three students find themselves very difficult to deal with thesis statement (they did not make it). Then 40% of the students classified in difficult level because they make unclear thesis statement on their texts. Meanwhile, in topic there are 21% of students proving that giving topic is difficult.

In argument 26% from forty- three students classified getting trouble a lot. Because they are not able to make it all. . Then, 51% of the students get difficulty in the level of arguments clarity and existence, which they did not give clear arguments on their texts. 35% of the students get difficulty in component of the amount of arguments, which they were not able to give more than one argument on their texts. Then, 33% of the students get difficulty in component of the logical aspect of argument, which they were not able to give the logical argument on their texts. After that, 7% of the students get difficulty in the order of argument level, which they were not able to order their argument on their texts.

The components, 23% of forty-three students classified very difficult because they did not write any recommendation on their texts at all. 67% of students are not able to give connection between recommendation and thesis statement. Then, 56% of students get difficulty in the level of recommendation clarity component, which they are not able to give clear recommendation on their texts. After that, 5% of students get difficulty in the level of clarity component, which they are not able to give clear ending.

DISCUSSION

Some difficulties were found from analyzing texts, which each of them place in each text organization part (thesis, argument, and recommendation).

From 43 students, 49 % difficulty is statement component is put first paragraph which one of this research part component in the text organization of hortatory exposition text, because they did not give any thesis statement on their texts

Then, about 40 % of the students classified difficult to deal with thesis statement, they did not able to give clear thesis statement their text. Most of the students not tell the thesis statement specifically. It happened because they confused about the form of thesis statement, which one the clear statement and unclear statement. To avoid this problem, teacher should give the example of clear thesis statement and unclear thesis statement from familiar issue to make the students understand the different of that.

The students' difficulty in argument part in making hortatory exposition text is 26% of the students very difficult because argument on their text was not exist. It happened because of time. They did not have much time to think and interpret their thought into written form.

Meanwhile, students in recombination part in making hortatory exposition 23% of forty-three students .their ware not exist on their texts. It happened because they did not have much time finishing their texts. It same problem with the students difficulty in argument part about time management.

From all explanation above, it is known that research is the important part in writing hortatory exposition text. Because if thesis statement (the important component in thesis part) not clear or not exist will affecting to next paragraph and last paragraph (argument and recommendation part).

Conclusion and recommendations

Based on the whole of explanation above the researcher make the conclusion is divided into two categories as follows.

Very difficult category:

1) About 49% of the students find very difficult in writing thesis statement.
2) About 26% of the students find very difficult to write argument.
3) About 23% of the students find very difficult to write recommendation.

Difficult category:

1) About 67% of the students find difficult to give supporting arguments to thesis statement.
2) About 67% of the students find difficult to give connectivity between recommendation and thesis statement.
3) About 56% of the students find difficult to give clarity recommendation.
4) About 51% of the students find difficult to give clarity argument.
5) About 40% of the students find difficult to write thesis statement.

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