

IDENTIFICATION STUDENTS' DIFFICULTIES IN WRITING HORTATORY EXPOSITION AMONG HIGH INTERMEDIATE LEVEL

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Abstract: This research aims to identify students' difficulties in writing hortatory exposition text at high intermediate level in Gajahmada English course. The method used is a descriptive study. The sample of the study is 10 students at high intermediate level of Gajahmada English course. The tool of data collecting was a written test that the students wrote hortatory exposition text. The finding showed the average of students' score is "60.2" which is categorize "Difficult". In grammar, students difficulties in arranging the tense and the compound-complex sentences. In mechanic, students difficulties in spelling, punctuation and word choice. In vocabulary, students difficulties in using of personal noun, abstract noun, general noun, action verb, verb, adverb and adjectives. In content, students able wrote the text, but their difficulties on the relevant details among thesis, arguments and recommendation.

Keywords: Identification, students' difficulties, hortatory exposition

Abstrak : Penelitian ini bertujuan mengidentifikasi kesulitan siswa menulis teks hortatory exposition pada level high intermediate di bimbingan belajar Gajahmada. Metode penelitian ini adalah penelitian deskriptif. Peserta penelitian adalah siswa bimbingan belajar Gajahmada level high intermediate, terdapat 10 peserta sebagai sampel. Alat mengumpulkan data yaitu sebuah tes tertulis, yakni siswa menulis teks hortatori exposisi. Hasil penelitian menunjukkan rata-rata nilai 60,2 dikategorikan "sulit". Struktur bahasa, siswa kesulitan menyusun struktur kalimat dan penggunaan kalimat majemuk setara – bertingkat. Mekanisme penulisan, siswa kesulitan dalam ejaan, tanda baca, dan pilihan kata. Kosakata, siswa kesulitan menggunakan kata ganti orang, kata ganti abstrak, kata benda umum, kata kerja, kata keterangan, kata sifat. Untuk isi, siswa dapat menulis teks, tapi kesulitan pada relevansi antara ide pokok, pendapat, dan rekomendasi.

Kata kunci: Identifikasi, kesulitan siswa, hortatori exposisi

Writing skill is one of the skills in learning a foreign language for example writing a sentence, simple sentence, complex sentence, paragraph and text. Writing in foreign language is not as easy as we thought moreover for non-native learners. So, it is no doubt students always face difficulties in writing. The difficulties were found by the researcher while teaching at Gajahmada English Course, in other words the researcher participated as the teacher at the same time. The problems were found when the teacher gave task for the students to write text. Many students said that writing in English is difficult. Some students said, it was because of the lack of vocabulary, many times of them kept asking the English vocabulary when they did not know the meaning, some students kept asking the teacher for particular meaning of vocabulary and some studnets busy spent the time by opening the dictionary and asking their friends. From those complaining, the researcher found out that it might be the reason that makes the students difficult in writing the hortatory exposition text. Steps to write a text, especially in writing hortatory exposition text, the student do not know how to write the thesis, argument, and recommendation in good order, there are students write the text without paragraph and the researcher difficult to analyse parts of the text.

In writing itself, there are many types of texts for example: narrative, report, recount, response explanation and exposition where each type of text has their own purposes and structures. Every purpose and structure can send the message to the reader occur to the type of the text. In writing a text, there are some components to consider such as; language use, mechanic skills, content, stylistic skill, and judgement skill (J.B. Heaton: 1988, 135). If students disregard those components, it would be difficult for students to make a good writing.

The researcher conducted a research about an identification of difficulties in writing hortatory exposition text. It was because some problems stated above that some students faced difficulties lack in vocabulary and steps to writo hortatory exposition text. The researcher wanted to identify whether there were other difficulties faced by students when writing hortatory exposition text. This research is a descriptive study because the descriptive research aims at providing an accurate picture of the way things is in order to identify the nature and frequency of the variables of interest amongst chosen samples. Such studies assist in identifying the writing difficulties.

The researcher conducted this research because of some reasons such as the low score of students writing test, students capability in writing the text was slow and the writing still unorganized appropriately. When the researcher gave assignment to the students of high intermediate students of Gajahmada English course, some students were able submit the writing but it was still incompletely while other students were submit the unfinished writing where the researcher asked students to write a hortatory exposition text. In writing hortatory exposition text, students should write the thesis statement of the text, arguments to support the thesis statement, and the recommendation which contain solution opinion to persuade the reader. The researcher wanted to identify the difficulties in writing because as stated in previous paragraph that many students faced difficulties in writing, that was the reason why this research has designed.

The researcher chosen hortatory exposition text because this text includes in the material where students learn. When the researcher taught about hortatory exposition, the task in the book asked students to have reading comprehension and giving opinion. When the researcher asked students to make a hortatory exposition text, all students were not agree to write the text. Students kept complaining because writing the text is difficult, did not know the vocabularies and asking to the researcher about how to write the text. The researcher worried those students could not use their ability or skill which has been good in reading, speaking, and listening but students cannot apply it into written form. That is why hortatory exposition is chosen for this research. Hortatory exposition text is a type of spoken and written text that is intended to persuade the listeners or readers that something should or should not happen or be done. Djuharie (2007: 31) defines that hortatory exposition is a written text with the purpose to share idea, to persuade the readers in order to have an agreement or a disagreement about doing something.

The researcher conducted this research to the students of high intermediate level of Gajahmada English course. The researcher chosen this level of study because in this level, material about hortatory exposition text is taught. In high intermediate level, the writer has two classes separated, where one class located at the main office at Jalan Merdeka Timur Pontianak, and one another class located at branch office at Jalan Panglima Aim, Tanjung Hulu, Pontianak, West Kalimantan.

METHOD

The purpose of this research is to identify the students' difficulties of writing hortatory exposition text among high intermediate level of Gajahmada English course. Since descriptive study describes the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena (Jefferies Stefent, 2004:74). Therefore, the appropriate method for this research is descriptive. Descriptive research aims at providing an accurate picture of the way things is in order to identify the nature and frequency of the variables of interest amongst chosen samples which used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. Such studies assist in identifying the writing difficulties.

This research was conducted at the Gajahmada English course. The researcher took ten participants as the sample. The profiles from those students are following (1) A.G, ninth grade, SMP N 21 Pontianak Timur, (2) A, ninth grade, SMP N 21 Pontianak Timur, (3) H, eleventh grade, SMA Bhayangkari, (4) K, eighth grade, SMP Bruder, (5) L, ninth grade, SMP Bruder, (6) M, eleventh grade, SMA Bhayangkari (7) S.S, ninth grade, SMP N 21 Pontianak Timur (8) T.B, ninth grade, SMP N 1 Pontianak Kota, (9) W, eleventh grade, SMA N 1 Sungai Raya, (10) Y, tenth grade, SMA N 1 Sungai Raya.

There are two main methods of sampling (Cohen et al, 2005). They are probability and non-probability sampling. In this study the researcher uses non-probability samples because the target subject of this study is only a particular

group of students, that is, the high intermediate level students of Gajahmada English course.

Data collecting used to know the students' achievement which could be important to categorize the students' ability. To collect the data, the measurement technique was applied by administered a written test which constructed for the purpose of this research. The written test designed by the researcher, the properties such as instruction of the test and the writing paper prepared by the researcher. Tool of data collecting in this research was written test. Written test functioned to identify difficulties in writing hortatory exposition text and used to gather information about the difficulty faced by high intermediate level students of Gajahmada course. The writing test administered to ten students of the high intermediate level students of Gajahmada English course.

The researcher conducted the research through some procedures. The procedure of collecting the data in this study, as follow: (1) Identify the problem. The researcher analysed the problem faced by the students. (2) Give explanation about hortatory exposition text. (3) Give task to students to write hortatory exposition text. (4) The researcher collected the students' writing. (5) Analyse the students' writing. (6) Generate the result from the writing. Finally the researcher concluded the finding to answer the problem of this research. To get the data to analyze, the researcher used written test in order to know what are the difficulties that faced by the students and what is the main difficulty that faced by the most students. The data from written test analyzed quantitatively.

The researcher can get the identification and get the score through guidance of using the table of qualification and identification, which is adopted from Th. M. Sudarwati and Eudia Grace: 2002 and Najmi Mulana, 2009 accessed at <http://analyticalVshortatoryexposition text>.

Table 1
Qualification and Identification of Hortatory Exposition text

Items	Indicators	Qualification
Thesis	Thesis consists of two or three sentences. Which first sentence as the main topic and other sentences as the supporting sentence to support the thesis sentence. And it is become the first paragraph.	<ul style="list-style-type: none"> •The usage of simple present tense •The usage of personal pronoun, abstract noun, and general noun •The usage of emotive words
Arguments	Part of arguments consist at least three or more arguments to maintain and supporting the thesis statement. In arguments tell reason and fact that contain weaknesses and strength which occur to the thesis statement. One argument each paragraph	<ul style="list-style-type: none"> •The usage of simple present tense •The usage of connective words •The usage of modals and adverb • The usage of compound – complex sentence

Recommendation	One paragraph consist of the solution or opinion which probably can persuade reader for what should reader do and don't if get to the situation such as in the text. And it is become the last paragraph.	<ul style="list-style-type: none"> •The usage of simple present tense •The usage of modal and adverb • Relevant suggestion and opinion that occurs to the thesis and arguments.
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The table above used as the guidance for the researcher to identify difficulties in writing the text. A brief description of achievement expected to be attained by the class.

The following description of performance used by a well-known examining for intermediate level learners adopted from Heaton (1990: 145 - 146) and table as follow:

Table 2
Qualification of Students' Writing Score

The items to be evaluated	Scores	Descriptions
1. Content	35 – 30	<i>Very Easy</i> , the major points of the essay are supported by relevant and informative details of thesis, argument, and recommendation.
• Thesis	29 – 25	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
• Arguments	24 – 19	<i>Medium</i> ; the major point is supported by a relevant thesis but less relevant argument and recommendation.
• Recommendation	18 - 15	<i>Difficult</i> ; the major points are supported by less relevant thesis and unrelated argument and recommendation.
	10 – 14	<i>Very difficult</i> : the essay not supported by relevant thesis, arguments and recommendation.
2. Vocabulary	30 – 27	<i>Very Easy</i> ; the paragraph shows that the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives are used appropriately.
• Noun	26 – 22	<i>Easy</i> ; occasional errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
• Verb		
• Adjectives	21 – 17	<i>Medium</i> ; frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives

		shown in the paragraph but the meaning is not obscured.
•Adverb	16 – 13	<i>Difficult</i> ; the paragraph show many errors in the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives.
	8 – 12	<i>Very Difficult</i> : the paragraph does not show that the writer understands the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives.
3. Grammar	25 – 22	<i>Very Easy</i> ; the paragraph contains complete sentences and correct use in compound sentence, connectives and modal verb.
•Compound sentence	21 – 19	<i>Easy</i> ; there are mostly complete sentences. There are still several errors in compound sentence, connectives, and modal verb.
•Connectives/ linking words	18 – 11	<i>Medium</i> : there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
	10 – 5	<i>Difficult</i> ; There are many errors in compound sentence, connectives, and modal verb.
•Modal Verb	0 – 4	<i>Very Difficult</i> : the paragraph shows that the writer does not master the grammar or not enough to be evaluated in compound sentence, connectives, and modal verb.
4. Mechanics	9 – 10	<i>Very Easy</i> ; Spelling, Punctuation and capitalization are correct.
•Spelling	7 – 8	<i>Easy</i> ; occasional errors of spelling, punctuation and capitalization in a paragraph.
	5 – 6	<i>Medium</i> ; frequent errors of spelling, punctuation and capitalization in a paragraph.
•Punctuation	3 – 4	<i>Difficult</i> ; Many errors of spelling, punctuation and capitalization in a paragraph.
•Capitalization	1 – 2	<i>Very Difficult</i> : no mastery of convention, dominated by errors of spelling, punctuation and capitalization.

Table 3
The Test Score Qualification To Interpret The Level of Difficulties

Score	Level of difficulties
86 – 100	Very Easy
76 – 85	Easy
65 – 75	Medium
56 – 64	Difficult
0 – 55	Very Difficult

The table above adopted from Burns: 2000,172 as the guidance for the researcher to identify the difficulties in writing the hortatory exposition text. To answer the research question, the researcher will use mean as one of central tendency measurements that is used to know the average scores of the total participants. Adopted from Burns: 2000,172.

Formula 1. Mean

$$\text{Mean } (\bar{X}) = \frac{\sum x}{N}$$

Ket: $\sum x$: Sum of all score

N: Number of students.

FINDING AND DISCUSSION

Finding

This chapter describes the analysis conducted to answer the research problem for the present research. Data collected from 10 students who participated in writing the text were analyzed. From the finding the researcher did identification of difficulties in writing hortatory exposition text. The researcher identified the difficulties of components of hortatory exposition text:

Table 4
Identification difficulties of the content

No	Sample	Score	Qualification
1	A G	24	<i>Medium</i> ; the major point is supported by a relevant thesis but less relevant argument and recommendation.
2	A	24	<i>Medium</i> ; the major point is supported by a relevant thesis but less relevant argument and recommendation.
3	H	25	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.

4	K	26	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
5	L	28	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
6	M	26	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
7	S S	18	<i>Difficult</i> ; the major points are supported by less relevant thesis and unrelated argument and recommendation.
8	T B.	27	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
9	W	25	<i>Easy</i> ; the major points of essay are supported by relevant details of thesis and argument, but less relevant details of recommendation.
10	Y	14	<i>Very difficult</i> : the essay not supported by relevant thesis, arguments and recommendation.

From the table identification and level of difficulties above, the researcher could identify how many students which faced difficulties in writing the content of hortatory exposition text: Very Easy = 0 student; Easy = 6 students; Medium = 2 students; Difficult = 1 student; Very Difficult = 1 student.

Table 5
Identification difficulties of the vocabulary

No	Sample	Score	Qualification
1	A G.	22	<i>Easy</i> ; occasional errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
2	A	21	<i>Medium</i> ; frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
3	H	25	<i>Easy</i> ; occasional errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
4	K	22	<i>Easy</i> ; occasional errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
5	L	22	<i>Easy</i> ; occasional errors of words form such as

			personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
6	M	14	<i>Difficult</i> ; the paragraph show many errors in the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives.
7	S S	20	<i>Medium</i> ; frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
8	T B	22	<i>Easy</i> ; occasional errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
9	W	21	<i>Medium</i> ; frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured.
10	Y	16	<i>Difficult</i> ; the paragraph show many errors in the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives.

From the table identification and level of difficulties above, the researcher could identify how many students which faced difficulties in mastery vocabulary in writing hortatory exposition text: Very Easy = 0 student; Easy = 5 students; Medium = 3 students; Difficult = 2 students; Very Difficult = 0 student.

Table 6
Identification difficulties of the grammar

No	Sample	Score	Qualification
1	A G.	16	<i>Medium</i> : there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
2	A	3	<i>Very Difficult</i> : the paragraph shows that the writer does not master the grammar or not enough to be evaluated in compound sentence, connectives, and modal verb.
3	H	10	<i>Difficult</i> ; There are many errors in compound sentence, connectives, and modal verb.
4	K	18	<i>Medium</i> : there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
5	L	12	<i>Medium</i> : there are few complete sentences. There are frequent errors in compound sentence,

6	M	14	connectives, and modal verb. <i>Medium:</i> there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
7	S S	6	<i>Difficult;</i> There are many errors in compound sentence, connectives, and modal verb.
8	T B.	18	<i>Medium:</i> there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
9	W	18	<i>Medium:</i> there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb.
10	Y	6	<i>Difficult;</i> There are many errors in compound sentence, connectives, and modal verb.

From the table identification and level of difficulties above, the researcher could identify how many students which faced difficulties in mastery grammar in writing hortatory exposition text: Very Easy = 0 student; Easy = 0 students; Medium = 6 students; Difficult = 3 students; Very Difficult = 1 student.

Table 7
Identification difficulties of the mechanic

No	Sample	Score	Qualification
1	A G.	8	<i>Easy;</i> occasional errors of spelling, punctuation and capitalization in a paragraph.
2	A	2	<i>Very Difficult:</i> no mastery of convention, dominated by errors of spelling, punctuation and capitalization.
3	H	5	<i>Medium;</i> frequent errors of spelling, punctuation and capitalization in a paragraph.
4	K	8	<i>Easy;</i> occasional errors of spelling, punctuation and capitalization in a paragraph.
5	L	6	<i>Medium;</i> frequent errors of spelling, punctuation and capitalization in a paragraph.
6	M	6	<i>Medium;</i> frequent errors of spelling, punctuation and capitalization in a paragraph.
7	S S	2	<i>Very Difficult:</i> no mastery of convention, dominated by errors of spelling, punctuation and capitalization.
8	T B.	8	<i>Easy;</i> occasional errors of spelling, punctuation and capitalization in a paragraph.
9	W	5	<i>Medium;</i> frequent errors of spelling, punctuation and capitalization in a paragraph.
10	Y	4	<i>Difficult;</i> Many errors of spelling, punctuation and capitalization in a paragraph.

From the table identification and level of difficulties above, the researcher could identify how many students which faced difficulties in mastery mechanic in

writing hortatory exposition text: Very Easy = 0 student; Easy = 3 students; Medium = 4 students; Difficult = 1 student; Very Difficult = 2 students.

Table 8
Identification difficulties of the hortatory exposition text

No	Sample	Content	Vocabulary	Grammar	Mechanic	Score
1	A G.	24	22	16	8	60
2	A	24	21	3	2	50
3	H	25	25	10	5	65
4	K	26	22	18	8	74
5	L	28	22	12	6	68
6	M	26	14	14	6	50
7	S S	18	20	6	2	46
8	T B.	27	22	18	8	75
9	W	25	21	18	5	69
10	Y	14	16	6	4	40

Table 9
Students score and the level of difficulties

No	Sample	Score	Level of difficulties
1	A G.	60	Difficult
2	A	50	Very difficult
3	H	65	Medium
4	K	74	Medium
5	L	68	Medium
6	M	50	Very difficult
7	S S	46	Very difficult
8	T B.	75	Medium
9	W	69	Medium
10	Y	40	Very difficult
Average		60,2	Difficult

Formula to find the average:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{N}$$

Ket: $\sum x$: Sum of all score

N: Number of students

$$\text{Mean } (\bar{x}) = \frac{602}{10}$$

$$(\bar{x}) = 60,2 \text{ (Difficult)}$$

The calculation of the average above shown that in writing the hortatory exposition text to the high intermediate level of Gajahmada English course is difficult.

Discussions

Writing is an activity to express feelings, ideas, arguments and thought into written form. In teaching learning, the students cannot be separated from writing activities or task. The students took many activities in writing for example taking notes, writing a request or letter, doing exercises from a teacher which requires them to write all of it on their paper or book. For those reasons, students usually desperate and face difficulty especially when they were asked to write a text or even a paragraph. To cover the students' problem which faced difficulties in writing, the researcher interested to conduct this research and identified the difficulties which faced by students and hopefully for the further research can be helpfully to increase the students' achievement in writing text. As in frame of theory, the hortatory exposition text is a text which have purpose to persuade the readers in order to have some arguments that could brings agreements or disagreements about doing something. In the syllabus of high intermediate level, the writing test was given as the last exercise after reading comprehension.

The researcher held the research according to the course schedule. The schedule for high intermediate level is on Tuesday, Thursday and Saturday. In three meetings, the researcher finished the research. First meeting: the researcher gave explanation about the material, criteria, structure and the example of hortatory exposition text. Second meeting: the researcher gave written test to the students. The researcher gave optional title for students to choose. The students only chosen one title to make their hortatory exposition text. Third meeting: the researcher returned the students written test after scored the writing and asked the students to revise the text.

The researcher narrowed the analysis into four criterion namely content, vocabulary, grammar and mechanic. As it is a descriptive research, the descriptive research attempts to describe, explain and interpret conditions (Wendelien Lans and Theo Van Der Voordt: 2002, 53-60). The researcher explains the result from the table of identification shown below:

1. Sample A.G.

The total score of A.G in writing the hortatory exposition text is "60" which categorize "*Difficult*". It is mean that A.G. has difficulties in writing the hortatory exposition text. The difficulties faced by A.G. are in content and grammar. In the content, the major point is supported by a relevant thesis but less relevant argument and recommendation. In grammar, there are frequent errors in compound sentence, connectives, and modal verb.

2. Sample A

The total score of A in writing the hortatory exposition text is "50" which categorize "*Very Difficult*". It means that A has difficulties in writing the hortatory exposition text. A faced difficulty in all aspects of the writing. The content shown less relevant argument and recommendation. Frequent errors of words form such as personal noun, abstract noun, and general noun, action verb, thinking verb, adverb and adjectives. A does not master the grammar or not enough to be evaluated in compound sentence, connectives, and modal

verb. The mechanic of the text dominated by errors of spelling, punctuation and capitalization.

3. Sample H

The total score of H in writing the hortatory exposition text is “65” which categorize “*Medium*”. It means that H able write the text nicely, but still faced some difficulties such as in grammar and mechanic. For the grammar, there are many errors in compound sentence, connectives, and modal verb. For the mechanic, frequent errors of spelling, punctuation and capitalization in a paragraph.

4. Sample K

The total score of K in writing the hortatory exposition text is “74” which categorize “*Medium*”. It means that H able write the text nicely, but still faced some difficulties such as in grammar and mechanic. There are frequent errors in compound sentence, connectives, and modal verb. Occasional errors of spelling, punctuation and capitalization in a paragraph.

5. Sample L

The total score of L in writing the hortatory exposition text is “68” which categorize “*Medium*”. It means that L able write the text nicely, but still faced some difficulties such as in grammar and mechanic. In the grammar, there are few complete sentences and frequent errors in compound sentence, connectives, and modal verb. For the mechanic, there are frequent errors of spelling, punctuation and capitalization in a paragraph.

6. Sample M

The total score of M in writing the hortatory exposition text is “50” which categorize “*Very Difficult*”. It means that M has difficulties in writing the hortatory exposition text. M faced difficulty in all aspects of the writing. For the vocabulary, there are many errors in the usage of words such as personal noun, abstract noun and general noun, action verb, thinking verb, adverb and adjectives. For the grammar, the text has few complete sentences and there are frequent errors in compound sentence, connectives, and modal verb. For the mechanic, there are frequent errors of spelling, punctuation and capitalization in a paragraph.

7. Sample S.S.

The total score of S.S. in writing the hortatory exposition text is “46” which categorize “*Very Difficult*”. It means that S.S. has difficulties in writing the hortatory exposition text. S.S. faced difficulty in all aspects of the writing. For the content, the major points are supported by less relevant thesis and unrelated argument and recommendation. For the vocabulary, frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured. For the grammar, there are many errors in compound sentence, connectives, and modal verb. For the mechanic, the paragraph dominated by errors of spelling, punctuation and capitalization.

8. Sample T.B.

The total score of T.B. in writing the hortatory exposition text is “75” which categorize “*Medium*”. It means that T.B. able to write the text nicely, but still

faced some difficulties in grammar. There are few complete sentences and there are frequent errors in compound sentence, connectives, and modal verb.

9. Sample W

The total score of W in writing the hortatory exposition text is “69” which categorize “*Medium*”. It means that W able to write the text nicely, but still faced some difficulties in vocabulary, grammar and mechanic. For the vocabulary, there are frequent errors of words form such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives shown in the paragraph but the meaning is not obscured. For the grammar, there are few complete sentences. There are frequent errors in compound sentence, connectives, and modal verb. For the mechanic, there are frequent errors of spelling, punctuation and capitalization in a paragraph.

10. Sample Y

The total score of Y in writing the hortatory exposition text is “40” which categorize “*Very Difficult*”. It means that Y has difficulties in writing the hortatory exposition text. Y faced difficulty in all aspects of the writing. The content shown less relevant argument and recommendation and there are frequent errors of words form such as personal noun, abstract noun, and general noun, action verb, thinking verb, adverb and adjectives. There are many errors in the usage of words such as personal noun, abstract noun and general noun, action verb, thinking verb, adverb and adjectives. Y does not master the grammar or not enough to be evaluated in compound sentence, connectives, and modal verb. The mechanic of the text dominated by errors of spelling, punctuation and capitalization.

CONCLUSSIONS AND SUGGESTIONS

Conclusions

This research answers the questions by analyzing and describing the data found from four aspects of writing the text: content, vocabulary, grammar and mechanic. From the calculation of students’ score, the average is “60, 2” which is categorize “*Difficult*”. Regard to the discussion in previous chapter, the researcher put forwards some points to conclude about this research and the conclusion as follow: (1) Writing the content of hortatory exposition text, there were 6 students easy to write the text and 2 students were medium. And then, 1 student difficult and 1 students very difficult in writing the text. Their difficulties were in the details to support for each thesis, arguments and recommendation and the text not supported by relevant thesis, arguments and recommendation. (2) The using of vocabulary in writing hortatory exposition text, there were 5 students were easy using the vocabulary. 3 students were medium and 2 students were difficult. In this aspect, the students faced difficulties such as in the usage of words such as personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives. Many students did many errors in the using of the vocabulary. (3) The using of grammar in writing hortatory exposition text, there were 6 students medium, 3 students difficult and 1 student very difficult writing the text in good

grammar. It means that the students faced more difficulties in grammar. It shown such as in the using compound sentence, connectives, and modal verb, many students still write many errors. (4) The mechanic in writing hortatory exposition text, there were 3 students easy to write the text mechanically. There were 4 students medium, 1 student difficult and 2 students were very difficult write the text mechanically. Many students faced difficulties such as write many errors in spelling, punctuation and capitalization in a paragraph.

The researcher concluded from explanation above among content, vocabulary, grammar, and mechanic that students faced more difficulties in mastery the grammar, after that the mechanic and vocabulary were the next difficulties faced by the students. For the content, many students able write the text, but their difficulties on the relevant details among thesis, arguments and recommendation. In vocabulary, students faced difficulties in using of personal noun, abstract noun, general noun, action verb, thinking verb, adverb and adjectives. In grammar, students face difficulties in arranging the tense and the compound-complex sentences. In mechanic, many students face difficulties in spelling, punctuation and word choice.

Suggestions

Hortatory exposition text can be found in our daily life. As we know the purpose of the hortatory exposition text is to persuade someone to do what should and should not be done. We can found hortatory exposition in advertisement, public election campaign, and policy and sale promotion. Moreover, in teaching learning a foreign language, hortatory exposition text is one of the texts which is taught in the high school. In the purpose to maintain the teaching learning, the researcher suggests as follow: (1) For teacher, while teaching writing text, the teacher should create fun atmospheres in the class so the students interesting to write the text, the teacher should design a media or technique to create teaching learning which is able to improve students writing, the teacher should give more review and practice in writing text, the teacher should give more review about grammar that related to the text features, to maintain the vocabulary problem, the teacher should give exercise to improve their vocabulary mastery. (2) For students, the students should master the language feature of the text, the students should review the grammar which is related to the text features, the students should practice to write frequently and re-check or revise the writing. (3) For the next researcher, according to the conclusion, the students faced difficulties more in grammar and vocabulary mastery. Hopefully to overcome the students' difficulties in writing the hortatory exposition, the next researcher should find any technique to improve the students' ability in writing hortatory exposition text.

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