

## **A STUDY ON STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXTS**

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**Abstract:** *The purpose of this research was to find out the students' ability in writing hortatory exposition text at class XI SMA YLPI Perhentian Marpoyan Pekanbaru. This research was conducted on April to May 2010. The sample of the research was the students of class XI SMA YLPI Perhentian Marpoyan Pekanbaru. There were 76 students as the sample of the research. They were class XI IPS1, XI IPS2 and XI IPA. The instrument of the research was the writing test that required the students to write a hortatory exposition text. The test was analyzed by two different raters. It can be concluded that level of ability of the second year students of SMA YLPI Perhentian Marpoyan pekanbaru in writing hortatory exposition text was in mediocre level 55.26% (21 students).*

**Key word:** *The Students' Ability, Writing, Hortatory Exposition Text.*

### **BACKGROUND**

Writing is an important skill in learning language. Writing is a process of expressing thought and feelings of thinking on shaping experience. It means that we are free to express everything on our mind, feelings, and also experiences in writing form clearly and efficiently. As English Learners, Students are expected to be able to express their ideas, thoughts, and feelings in writing form.

On the other hand, writing is an activity which is productive and

expressive. It means, writing does not come automatically. We need a lot of practice to make a good writing. So, it is important to note that writing is a process not a product, because it is not easy and it takes time to study and practice in order to develop writing skill.

Since writing is not a simple activity, students have to consider many aspects before they write. They have to think about idea and deliver it in words using good organization based on the text organization of genre. Writing involves expressing the

ideas that come from mind in written form.

Based on curriculum, second year students of SMA YLPI Perhentian Marpoyan Pekanbaru learn texts based on the genre of texts in odd semester. One of them is hortatory exposition texts. It means that second year students of SMA YLPI Perhentian Marpoyan Pekanbaru have ability in writing hortatory exposition texts. By writing hortatory exposition texts, the students can improve the knowledge in giving arguments and recommendation of the problems. It can make learners, readers or students more interested in writing texts. Therefore, the writer wants to know their ability in writing hortatory exposition texts.

Furthermore, lack of knowledge about the elements of writing also the reasons that causes difficulties for students in writing genre. As the consequence, lack of knowledge about the elements of writing becomes a main reason why they lose interest in writing. In addition, some of students also have low motivation in learning English especially writing.

Therefore, the writer wanted to know their ability in writing hortatory exposition text.

## **LITERATURE REVIEW**

Writing is an activity that expresses feelings, thoughts, and some ideas into written form. According to Petty and Jensen (1980), writing is a process of expressing thought and feelings of thinking on shaping experience. It means that it is free to express everything in our mind, feelings, and also experiences in writing form clearly and efficiently. However, Tarigan (1982) says that writing is an activity which is productive and expressive. He adds that writing skill does not come automatically, but it needs a lot of practice. It means that students who want to be good in writing skill need more practice and practice in order to master the components of writing as well as the purpose of writing itself.

Heaton (1976) says that the components of writing are grammar, organization, vocabulary, mechanic, fluency.

### **Grammar**

Grammar is the whole system and structure of a language in general.

Hudson (2010) says that grammar is an important aspect in language learning because language is systematically organized by its grammar which is inextricably linked to meaning and communication.

#### Form of Organization

Organization is act of making arrangement of something (Oxford dictionary). In writing context, organization means structure of the paragraph. It helps the writer form an outline or thesis statement of paragraph.

#### Vocabulary

Vocabulary is all the words that a person knows or uses (Oxford dictionary). In writing, the writer should be able to choose the suitable word in order to have good paragraph.

#### Mechanics

The mechanics of writing specify the established convention for words that we use in documentation. The mechanics of writing are spelling, capitalization, contraction, gerunds, pronoun, and punctuation marks. (Heaton: 1975).

Fluency (style and ease of communication)

Fluency is an important aspect in learning language. Fluency is the ability to read, speak, or write easily, smoothly, and expressively.

Meanwhile, Simon and Schuster (1987) say that the purpose of writing is to express yourself, to inform reader, to persuade reader, and to create literary work.

Mc. Crimon and James (1967) say that writing is a process with a purpose a series of action undertaken with specific objective in mind. In literature or imaginative writing, the purpose may be to certain, criticize, or draw clearer pictures of our realities, and the product may be a poem, a story, or a play. In academic writing the purpose is usually to explain, analyze, or inform and the product may be report, a summary, a critique, a term paper or an essay.

Mccleary (1998) states that writing is mainly a skill. Any skills need to practice because writing is a complex skill. Students should practice. The main purpose of writing assignment and exercise is to build some skills that the students will have

when they need it. Some abilities that students should have in writing skill are:

1. The students have to know how to develop and express their ideas and thoughts in writing.
2. The students have to know how to apply good grammatical forms and sentence structures.
3. The students should be able to use an appropriate vocabulary.

## RESEARCH METHODOLOGY

This is a descriptive research that tries to find out the students' ability in writing hortatory exposition texts. Gay (1990) says that descriptive research involves collecting data to test hypothesis or to answer questions concerning the status of the study. The subject of this research is the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru.

This research was conducted at SMA YLPI Perhentian Marpoyan Pekanbaru from April to May 2010. On April 26<sup>th</sup> 2010, the writer conducted try out to find out the reliability of the test. After getting the reliability of the test, the writer

conducted the real test on May 03<sup>rd</sup> 2010.

The specific objective of the research is to find out the score of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru in writing Hortatory exposition texts.

There are 76 students at the second year of SMA YLPI Perhentian Marpoyan Pekanbaru. There are three classes of the second year students. They are XI IPS1, XI IPS2, and XI IPA.

**Table 1. Distribution of the Sample**

Class	Total of students
XI IPS 1	25
XI IPS 2	25
XI IPA	26
Total	76

Source : SMA YLPI 2010

Because the population is big enough and homogenous, it is necessary to limit the sample. According to Gay (1990), if the population is more than one hundred, the minimum sample taken is 15 % from the population. If the population is less than 100, the sample that can be taken is 50 %. So, the writer took 50 % from the population. The number of the sample is  $76 \times 50\% = 38$ . So, the writer took 38 students as samples.

In order to choose the sample, the writer used a lottery technique. The technique was done by pulling names out of a hat or by assigning everyone a number then using a table of random numbers to select the sample Hatch and Farhady (1982). Therefore, the writer made a kind of lottery by assigning the students a number and then distributed the lottery to the population. Those who got the odd number were separated from the even numbers and they were taken as sample of this research. So, there would be 38 students who became the sample.

The writer collected the students in one place after the class. The writer gave number 1 up to 76. The students who got even number became the sample and the rest did the test as the try out.

Collecting the data plays an important role in conducting a research. The writer used a writing test as the instrument to measure the ability of the second year students in writing hortatory exposition texts.

### Data Analysis Technique

In scoring the students' writing, the writer asked two raters to

score it. They were: rater I is an English teacher of SMA YLPI Perhentian Marpoyan Pekanbaru. Rater II is an English teacher of Ganesha Operation.

In scoring the students' writing, the writer used the adapted scoring system from Heaton (1975). To make it clearer, it can be seen as in the following table:

**Table 2. The Aspect of Writing**

Aspect of Writing	Score Range
1. accuracy in grammar	5:4:3:2:1
2. Form of organization	5:4:3:2:1
3. Vocabulary	5:4:3:2:1
4. Mechanics	5:4:3:2:1
5. Fluency	5:4:3:2:1

Source: Heaton (1975)

### Grammar

**5** some errors of grammar or word order which do not, however, interfere with comprehension

**4** errors of grammar or word order are fairly frequent; occasional re-reading necessary for full comprehension.

**3** errors of grammar or word order are frequent; efforts of interpretation sometimes required on readers' part.

**2** errors of grammar or words order are very frequent; reader often has no relied on own interpretation.

1 errors of grammar or word order are so severe to make comprehension virtually impossible.

### **Organization**

5 Material well organized; link could occasionally be clearer in communication.

4 some lack organized; re-reading required for clarification of ideas.

3 little or no attempt to connectivity, though reader can deduce some organization.

2 individual ideas may be clear, but very difficult to deduce connection between of them

1 lack of organization so severe that communication seriously impaired.

### **Vocabulary**

5 occasionally uses inappropriate term or relies on circumlocution; expression of ideas hardly impaired.

4 use wrong or inappropriate words are fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

3 limited vocabulary and frequent errors clearly hinder expression of ideas.

2 vocabulary so limited and frequently misused that reader must often rely on own interpretation.

1 vocabulary extremely limited as to make comprehension virtually impossible.

### **Mechanics**

5 occasional lapses in punctuation or spelling which does not, however, interfere with comprehension.

4 errors in punctuation respelling are fairly frequent; occasional re-reading necessary for full comprehension.

3 frequent errors in spelling or punctuation are very frequent that reader must often rely on own interpretation.

2 errors in spelling or punctuation are severe as to make comprehension virtually impossible.

### **Fluency (style and ease of communication)**

5 occasional lack of consistency in choice of structures and vocabulary and does not, however, impair overall ease of communication.

4 'patchy', with some structures or vocabulary items noticeably inappropriate to general style.

3 structure or vocabulary items are sometimes not only inappropriate but

also misused; little sense of ease of communication.

2 communications is often impaired by completely inappropriate or misused structures or vocabulary items.

1 A 'hot patch' of half-learned misused structures or vocabulary items rederring communication almost impossible.

From the description above, a generalization can be seen in the following:

Very good : when the average score of writing component is 5

Good : the average score of writing component is 4

Mediocre : the average score of writing component is 3

Fair : the average score of writing component is 2

Poor : the average score of writing component is 1

To know the total score from writing, the writer uses the following formula:

$$\text{Students' score} = G + V + M + F1 + F2$$

Where

S = students' score

G = students' ability in grammar

M = students' ability in mechanics

F1 = students' ability in form of organization

F2 = students' ability in fluency

V = vocabulary

Hughes (1989)

The real score of the respondents are classified into five levels of ability, as shown on the table below:

**Table 3. The Classification of the Respondents' Score**

Classification of Scores	Categories of Scores
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very poor

Source: Heaton (1975)

To know real score of the students, the writer uses the following formula:

$$RS = \frac{TS}{25} \times 100 \%$$

The explanation:

RS = real score of individual

TS = total score of the aspect of writing

To know the mean score of the test, the Heaton's formula is used:

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

Notation:

M : mean score

X : the score of the students

F : frequency

N : total respondents

Heaton (1975)

In scoring the students' writing, the writer uses a scale. It ranges from 1 to 5. The scales are hierarchical so that (5) is better than (4) and so on. If the students get the score 5 for each aspect of writing, the score will be multiplied by the number of all aspects of writing ( $5 \times 5 = 25$ ). It is still a raw score. The real scores can be calculated by the following formula:

$$RS = \frac{5}{25} \times 100$$

= 20, it is the lowest score

However, when the students get the different score for each aspect of writing for example: score 5 for grammar, score 4 for vocabulary, 3 score for mechanics, score 2 for form of organization score 2 for fluency, then all the scores will be added:  $5+4+3+2+2=14$ . By using the formula, the real score can be obtained.

$$RS = \frac{14}{25} \times 100$$

= 56

**Table 4. The Measurement of the Hortatory Exposition Text**

18-20	Excellent	Natural English, complete realization.
16-17	Very good	Good vocabulary and structure
12-15	Good	Simple but accurate realization
8-11	Pass	Reasonably correct
5-7	Weak	Vocabulary and grammar inadequate
1-4	Very poor	Incoherent errors showing lack of basic knowledge of English

Source: Heaton (1975)

To find the standard deviation of the students' ability in writing hortatory exposition paragraph based on the outlines, the writer uses the formulation below.

$$Sd = \sqrt{\frac{\sum d^2}{N}}$$

Where : Sd: standard deviation

$d^2$ : mean score

N: number of students

To find the percentage of ability of students' who get very good, good, mediocre, poor, and very poor in writing hortatory exposition text, the writer uses this pattern:

$$\% = \frac{f}{N} \times 100$$



Notation: f= frequency

N= the number of total students.

Hatch and Farhady (1982)

## RESULT

This research was conducted to find out the score of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru in writing hortatory exposition texts. The students' writing ability is obtained using Heaton formula (1975). This form consists of five components; they are grammar, vocabulary, mechanics, fluency, and organization. The specific objective of the research is to find out the score of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru in writing hortatory exposition text. The data was obtained from the two raters and has been calculated by the writer as presented in the following table.

## DISCUSSION

The students' ability in writing a hortatory exposition text is mediocre. It can be interpreted that writing a hortatory exposition text based on the topics given is not too

difficult or too easy for the students. Based on the students' scores for each aspect of writing, mechanics is the most difficult aspect for the students in writing hortatory exposition text. The average score of the mechanics aspect in writing a hortatory exposition text is 2.74. It is caused by some factors such as the students always forget to use punctuation correctly, capitalization correctly, etc. The average score of the grammar aspect is 2.84

The students get the highest score in vocabulary aspect. The average score for vocabulary aspect is 3.48. It seems that most of the students are able to use vocabulary and expression of ideas hardly impaired. From each aspect of writing, the average score for organization is 2.87. And finally, the average score for fluency is 2.86

## CONCLUSIONS

Based on the result of the data analysis in chapter IV, the writer made conclusions as follows:

1. From 38 students, 16 students (42.10%) in good, 21 students (55.26%) in mediocre level, 1 student (2.63%) in poor level, none students

are in excellent level and very poor level. Based on the data analysis in previous chapter, the writer concluded that the level of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru is at mediocre level (55.26%).

2. The mean score of the whole students in writing hortatory exposition text is 59.12. In conclusion, the ability of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru is at mediocre level.

3. Since the research deals with writing hortatory exposition texts, the writer drew conclusions for each aspect of writing hortatory exposition texts as follow: There were 38 students altogether who took the test, 42.10% (16 students) are in good level. 55.26% (21 students) are in mediocre level. And the rest, 2.63% (1 student) are in poor level. None of the students is in excellent and very poor level. It can be concluded that level of ability of the second year students of SMA YLPI Perhentian Marpoyan pekanbaru in writing hortatory exposition text is in mediocre level 55.26% (21 students).

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