An Analysis of Students' Difficulties in Comprehending Hortatory Exposition Text at SMA Adabiah 2

Asrul Mulyadin

Administrasi Bisnis, STIA Adabiah, asrulmulyadin73@gmail.com

Abstrak

The aims of this research are to describe students' difficulties in comprehending hortatory exposition text at SMA Adabiah 2 Padang. The subject of this research was the second year students of SMA Adabiah 2 Padang at 2022/2023 academic year. Out of 267 students, 20% of them were chosen to be the sample by using the cluster random sampling technique. The data were collected by using a reading test and interview guideline. The results of this research show that from 232 total frequent for each indicator, the highest percentage made by the students was in identifying language feature question. There were 130 total difficulties with the percentage 56, 03%. While the lowest percentage made by the students was in identifying thesis statement questions. There are 99 total difficulties with the percentage 42, 67%. Related to the cause of difficulties, it was the language factors that students difficult to understand the long sentence and vocabulary in the text, and the last factor was the lack of reading strategies. It can be concluded that the students of SMA Adabiah 2 find it difficult in comprehending hortatory exposition text. It proves that more than 50% of students cannot answer the question of hortatory exposition text correctly. It caused the student difficult to understand the long sentence and the vocabulary in the text and also the lack of reading strategies itself.

Keywords: Reading Comprehension, Difficulties, Hortatory Exposition Text

© 2023 Jurnal JIPS

I INTRODUCTION

Reading becomes very important in the educational field because students can get more information widely and it can increase knowledge without going anywhere. Reading is also an essential skill for English students that they must have ability to understand and comprehend texts assigned to them by the teachers. It is supported by Nunan (2003) mention that reading is a process do by the readers in combining information by a text and also their background to build the meaning of the text. Reading also defined as an essential skill for the English students because they must have the ability to comprehend the text by the teacher to the students. By having the ability of reading, it will be easier for the students to know reach the meaning of the text they have read. Reading is not always about people knowledge, but it is about people ability in thinking (Harrison, 2014). The general purpose by learning it is to comprehend what they have read.

Comprehension is the process of understanding ideas from the text itself. The main goal of reading is comprehension of what have read. Reading comprehension is not just to understand the meaning of each word or sentence, but to understand what the whole text is about. By reading the text, thestudents haveto know detailed information in the text. According to RAND Reading Study Group (2002) talked that comprehension is a processof getting the meaning by interaction and involvement with written language. Therefore, reading comprehension is a huge process to classify and understand the genre or a process of making meaning from the text itself. Kintsch (1998) and van Dijk and Kintsch (1983) discuss about reading comprehension, they said that reading comprehension is the process of creating meaning from text. Similarly to this, Katims (1997) suggests that if reading without comprehension is worthless for students.

Ini In term of understanding reading comprehension, many students had difficulties in comprehending English text, especially for the second year students of SMA Adabiah 2 Padang. They faced difficulties in comprehending one of the genres of text. According to Gerot and Wignell (1994, p. 194), there are thirteen genres. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote. Among the texts, some of them have been taught since junior high school based on school's curriculum. One of them is exposition text. There are two types of exposition text, they are analytical exposition and hortatory exposition (Rosaet.al,in Idriani, 2005).

The researcher focuses on hortatory exposition text, in this research. The students of SMA Adabiah 2 faced the problems in comprehending it. It can be seen from the score the students got for hortatory exposition daily test. Generally, the students' score are just standard boundaries that area round seventy. Besides, based on the interview with the English teacher at SMA Adabiah 2, the teacher informed that most of the students were not motivated in reading the hortatory exposition text. It seemed that the students could not comprehend the English texts easily. The researcher also interviewed one of the students at second grade and asks about hortatory exposition. He said that he did not really care with English subject, especially hortatory exposition text. He said hortatory exposition text is difficult to understand.

Based on this information, the researcher is interested to further research the students' problems in reading hortatory exposition text at SMA Adabiah 2. Hortatory exposition text is a text that functioning to persuade the reader that they should or not do something. There are three generic structure of hortatory exposition text, first thesis statement, where thesis defined as the issue of the text. Second, argumentation. Argumentation contains the reasons the reader of doing something or argumentation is the options that support the main idea of the text. Last, a recommendation is the conclusion of the text. The recommendation contains the idea that should be done by the reader itself. Hortatory exposition text also contains social function. The social function of the text is to persuade the readers should or should not do something (Siahaan & Shinoda, 2008). The hortatory exposition focuses on a human and non-human participant, use mental processes, material processes, and relational processes. There are some language features of hortatory exposition text, such as using simple present tense, using connective, using thinking verb, using action verb, etc.

There are many things to consider in understanding hortatory exposition text, such as the students finding the main idea, understanding generic structure and understanding the language feature of hortatory exposition. Practicing reading a hortatory exposition can help improve students' reading comprehension. However, it is difficult for most students to find the main idea, understand generic structure, understand the language feature, and others of hortatory exposition. (Vener, 2002) talked that the main idea is a thing that is more difficult to catch, because the main idea sometimes the first sentence, but it can be in the middle or in the last sentence. Chang (2010) discusses some reasons caused students'weakness in English language learning such as learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. To find out the students' difficulties is needed and should be solved by the student and the teacher, because if the student finds difficulties in comprehending a text, it can affect their study.

II RESEARCH METHODS

The research was descriptive research which mixes the quantitative and qualitative method (mixed-research method). It was conducted in SMA Adabiah 2. The subject of this research was the second grade of science and social program. There are 268 students as the population of this research, which 20% of them were chosen as the sample of this research using a cluster random sampling technique. There were two classes taken randomly by using a lottery system. The class chosen were XI IPA 2 and XI IPS 1. To collect the quantitative data, the researcher used a reading comprehension test, while to collect the qualitative data, the researcher used interview guidelines. The test was given in the form of multiple choices, which consist of 4 texts and each text 5 questions.

For qualitative data, the interview guideline was used in this research. The researcher used open-ended questions test's wrong answer to find out. The researcher adopted 12 students which were the lowest score in the test to be interviewed. There are five questions that should be answered by the students. The researcher interviewed personally the student one byone about five to ten minutes. The data were analysed quantitatively and qualitatively. The researcher used a formula by Sudijono to get the percentage of each indicator.

III RESULTS AND DISCUSSION

Considering the problems, most of the students get the difficulties caused by the students did not really like reading. They even did not know the use of reading strategies. The lack of vocabulary also causes the difficulties in reading comprehension itself. Then, other problem or difficulty that also were caused the students' comprehension on reading hortatory exposition text was their ability to recognize the indicators of hortatory exposition text.

The researcher calculates the students' incorrect answer for each indicator; then the researcher presented it in the table below:

Table 1 Classification of students'difficulties

No	Indicators	Incorrect Answer (IA)				Total	Percentage	Total freq of IA (58)
		Text 1	Text 2	Text 3	Text 4			
1	Thesis	22	23	22	29	99	42,67%	232
2	Argumentation	34	29	19	33	115	49,56%	232
3	Recommendation	23	30	32	28	113	48,70%	232
4	Language Feature	31	36	39	24	130	56,03%	232
5	Social Function	24	37	35	29	125	53,87%	232

3.1 Students'Difficulties in Answering Thesis Statement Question

The table above it shows that there are 22 students who cannot answer the first question of the thesis statement question, 23 students who cannot answer the second question, 25 students who can answer the third question and 29 students who cannot answer the fourth question. Therefore there are 99 total incorrect answers made by the students in identifying the thesis statement question. From 99 totals incorrect answer, the text 4 there are 29 students cannot answer the question which is the hard question for the student. The question was, "what is the issue of the text". Most of the students cannot answer this question correctly. The researcher calculates the percentage of difficulties as 42.67%.

3.2 Students'Difficulties in Answering Argumentation Question

Based on the table above, it shows that 34 students cannot answer the first question, 29 students who cannot answer the number 2, 19 students who cannot answer question number 3, and 33 students who cannot answer question no4. Therefore total incorrect answers made by the students is 115 in identifying argumentation question. Form 115 incorrect answers, there are 34 students cannot answer this question correctly,

which is the most difficult question for the student. The question was "what is the second argument of the text". Therefore the calculation percentage of difficulties for each question percentage as 49.56%.

3.3 Students'Difficulties in Answering Recommendation Questions

From the table above, itcould be seen thereare 23 students cannot answer the first question of recommendation question, then there are 30 students who cannot answer the second question recommendation question correctly, there are 32 students cannot answer the third question, and there are 28 students cannot answer of recommendation question correctly. Therefore, there are 113 total incorrect answers made by the students in identifying the recommendation question. From 113 incorrect answers, the most difficult question for the student was the third question. Itwas"what is there commendation of the text". Therefore the total percentage of recommendation question calculates as 48.70%.

3.4 Students'Difficulties in Answering Language Feature Questions

From the table above, it indicated that there are 31 students cannot answer the first question of language feature correctly. Then, there are 36 students cannot answer the second question correctly, 39 students cannot answer the third question, and 24 students cannot answer the fourth question of the language feature question correctly. Therefore, there are 130 total incorrect answers made by the student in identifying the language feature question. From 130 incorrect answer, the most difficult of the students to answer the question like "Second, it is obvious that once you exercise you will have a better condition "The word "Second" above is part of what". Therefore the researcher calculates the total percentage of language feature question as 56, 03%.

3.5 Students'DifficultiesinAnsweringSocialFunctionQuestions

From the table above it shows that there are 24 students who cannot answer the first question of the social function. Then, there are 37 students cannot answer the second question of the social function question correctly, 35 students cannot answer the third question of the social function question, and there are 29 students

cannot answer the fourth question. Therefore, the total wrong answer made by the students is 130 in identifying the social function question. From 125 total incorrect answers, the most difficult questions for the student were question no 2"what is the purpose of the text". Therefore the calculation of the percentage of social function as 53, 87%

Related to the cause of difficulties, the students faced difficulties in comprehending hortatory exposition text because they did not understand the long sentence, they even did not understand the vocabulary in the text, and also the lack of reading strategies. Therefore, while reading the text, the students find it difficult to catch the whole meaning of the text.

The researcher found that there are (42.67%) of the students who have difficulties in answering questions to look for the thesis statement. There are (49.56%) of the students who have difficulties in answering question items for the identifying argumentation.There are (48, 70%) of the students who have difficulties in answering the questions of identifying recommendation. Then there are (56, 03%) of the students who have difficulties in answering the question of identifying language features. Lastly, there are (53, 87%) of the students who have difficulties in answering the questions of identifying social function. From all hortatory exposition text indicators, the most difficult indicator the students faced in comprehending hortatory exposition text is identifying language features (56, 03%).

After categorizing the students score, the researcher concluded that the student of SMA Adabiah 2 Padang, faced difficulties in comprehending hortatory exposition text. The researcher identified the cause of difficulty thestudents faced in comprehending hortatory exposition text through the mistakes that they had done on their test by doing interview with twelve students who got the lowest score on the test. The researcher did an interview with the students about five to ten minutes to ask a question about the hortatory exposition itself. Open-ended questions were freely given to the students.

It could be concluded that three problems make students difficult in comprehending hortatory text. They are difficulty in understanding long sentences, difficulty in understanding vocabulary, and lack of reading strategies.

First, students' difficulties in understanding a long sentence in the text, made them hard to understand the meaning of the material or sentence when they read the text. The student needs more time to look for the correct answer because they needed to use the dictionary to search for the meaning. The student of SMA Adabiah 2 said that reading in English is difficult, and they said English is not their first language. When the students were not interested in the materials, it caused them to have difficulty in absorbing the materials.

Second, the students had difficulty in understanding vocabulary. The students cannot understand what the text is about because they did not know its meaning. The researcher found students of SMA Adabiah 2 knowledge about vocabulary is low. It was sometimes difficult for them to catch its meaning that make them ignore the word they did not know its meaning.

The third is the students' lack of reading strategies. In comprehending a text, the students of SMA Adabiah 2 do not really understand the use of reading strategies. When reading a text, they did not use any strategy to comprehend a text. Reading strategies is one of the important elements in reading comprehension.

IV CONCLUSION

Based on the findings and discussion presented above, it can be concluded that the students of SMA Adabiah 2 Padang have difficulties in comprehending hortatory exposition text. It proves that there are more than 50% students who have difficulties in comprehending hortatory exposition text. The results of this research shows that from 232 total frequent for each indicator, the highest percentage made by the students was in identifying language feature question. There were 130 total incorrect answers (56.03%) of identifying language feature. While the lowest percentage made by the students was in identifying thesis statement question. There were 99 total incorrect answers (42, 7%) of identifying thesis statement.

Then, related to the cause of difficulties in comprehending hortatory exposition text, it caused by the difficulty in understanding long sentences in the text, difficulties in understanding vocabulary, and lack of reading strategies. Almost all student cannot answer the question that related to the text component because they find it difficult in understanding the long sentence in the text even their vocabulary is not enough. Moreover, the students did not use any kind of reading strategy in reading the text. Therefore, the students find it challenging to comprehend the text well.

Based on the conclusion above, it is suggested for the English teacher in SMA Adabiah 2 to teach more about the hortatory exposition text by focusing on language feature. It is because based on the research finding shows that the most difficult point that students faced is in identifying language feature with total percentage 56, 03%.Moreover, for the students it is suggested to be more focus in learning about vocabulary itself, and keep using any kind of reading strategies as better as possible. The learners also need to expose more to the exercise related to the English reading practice.

Bibliography

[1]Gilakjani, A.P.2016. How Can Students Improve Their Reading Comprehension Skill? Vol. 6, No. 2, Journal of Studies in Education, p. 229-240.

[2]Habibullah, M.2012. Techniquesin Teaching Reading Comprehension, Vol.2, No. 7, OKARA, p.222-228.

[3]Hidayati,D.2018. Students Difficulties in Reading Comprehensionat the First Grade of Sman 1 Darussalam Aceh Besar: Islamic University.

[4]Meiga,F.N.,Sudarsono.,&Wijaya,B.2005. Teaching Reading Comprehension of Hortatory Exposition Texts By Using Mind Mapping At Mas Darul Hidaya: Tanjungpura University.

[5]Misnawati.2017. Improving Students' Ability in Reading Comprehension Through Read, Order, Discussion, and Express (Rode) Technique,Vol.5,No.1, Jurnal Sains Ekonomi dan Edukasi, p. 41-47.

[6]Oberholzer, B. 2005. The Relationship between Reading Difficulties and Academic Performance Vol. xii, 119 leaves. University of Zululand's Library Catalogue.(http://uzspace.uzulu.ac.za/ha ndle/10530/398). Accessed on 30th August, 2015

[7]Sari, Y.K. 2017. An Analysis of Students' Difficulties in Comprehending English Reading Text on the Mts Negeri Mlinjon Klatenin AcademicYear2016/2017: State Islamic Institute of Surakarta.

[8]Sugiati, A. 2011. Improving Students' Ability In Reading Hortatory Exposition Texts through Directed Reading Thinking Activity (Drta) Method (An Experimental Study Of The Eleventh Grade Students Of SmaN 1Gubug In The Academic Year 2010/2011: Language and Art Faculty Semarang State University

[9]Thongma,S.2013. Factors Causes Students Low English Language Learning:A Case Study in the National University of Laos, Vol. 1, No. 1, International Journal of English Language Education, p. 179-192.

[10]Yulianti,D.2014. Improving the English Reading Comprehension Ability of Grade 8 Students At Smp Negeri 3 Gedangsari in The Academic Year of 2013/2014 Through Extensive Reading Activities: Yogyakarta State University