STUDENTS' DIFFICULTIES IN WRITING HORTATORY

EXPOSITION AT SMAN 3 PONOROGO

THESIS

Presented to

State Institute of Islamic Studies Ponorogo

in Partial Fulfillment of the Requirement

For the Degree of Sarjana in English Education

By

ELSA MILENIA FEBRIANTI

NIM. 204180026

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUE OF ISLAMIC STUDIES PONOROGO

MAY 2022

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APPROVAL SHEET

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Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

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Yang membuat pernyataan,

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v

DEDICATION

All praise be Allah SWT, who has given all the graces and the blesses, who has given strength and convenience, who has given a life that deserve to be grateful.

The researcher highly dedicates this undergraduate thesis to:

- My beloved parents, Mr. Dwi Haris Nasution and Mrs. Sri Anjarwati for giving the endless love.
- My beloved brother, Danang Agung Wibowo, who has motivated me a lot about studying and achieving.
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- My dearest friends, Sandrina Maulani, Anisa Nikmatu Rodiyah, Anisa Sofiati Fuadah, Anjar Pratiwi, who have accompanied me a lot and helped me during my studies.

MOTTO

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فَاِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿﴾   إِنَّ مَـعَ الْـعُسْرِ يُـسْرًا ﴿﴾

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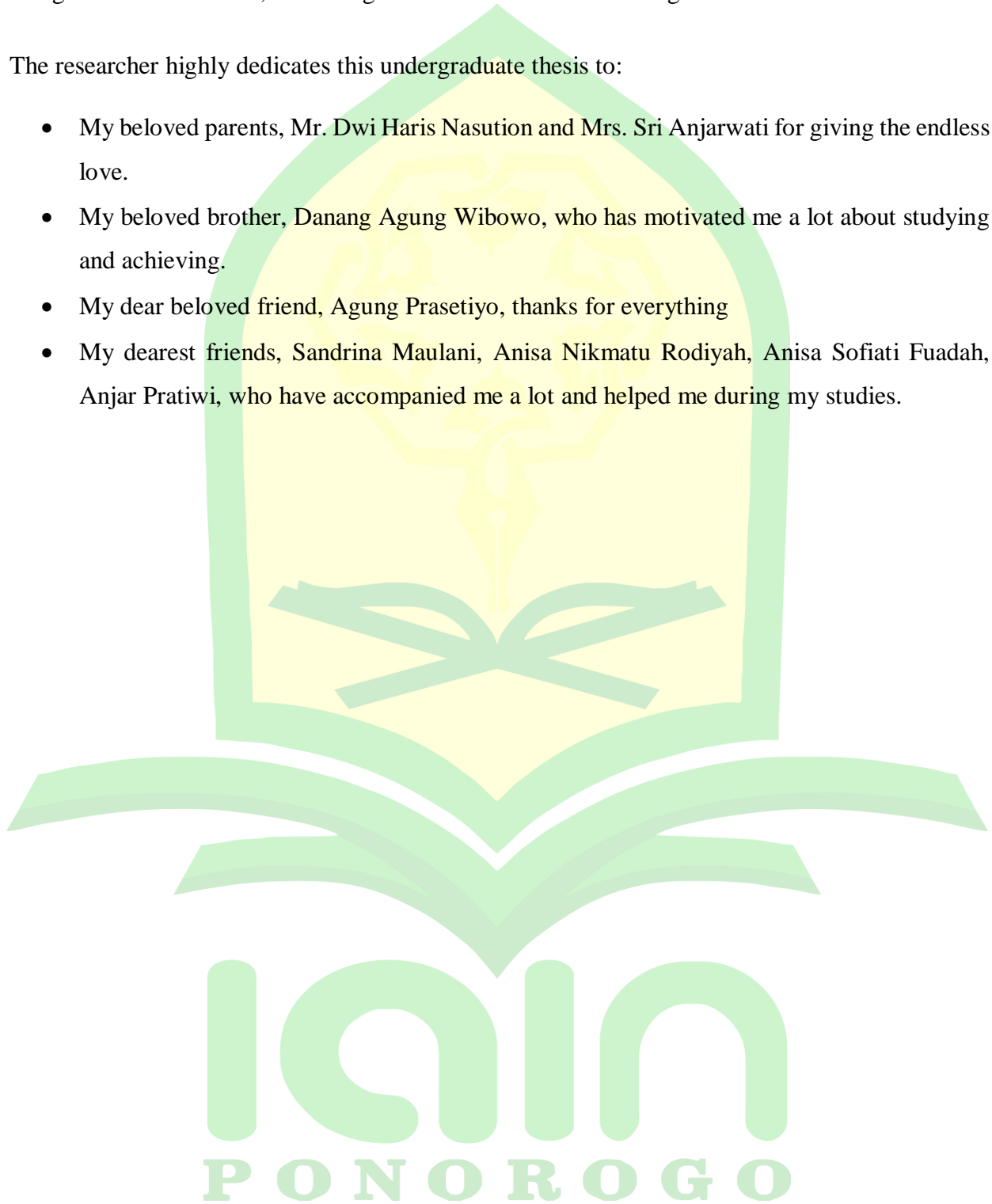
(Q.S. Al-Insyirah [94]: 5-6)

"For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease."[1]

---

[1] Al Quran QS Al-Insyirah/94:5-6.

ABSTRACT

FEBRIANTI, ELSA MLENIA. 2022. *The Students' Difficulties in Writing Hortatory Exposition at SMAN 3 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Keywords: *Students' Difficulties, Writing, Hortatory Exposition.*

Writing, listening, speaking, and reading are regarded as one of four integrated skills in mastering English. Among those four skills, writing has an essential role as a tool used for conveying and demonstrating what students know. Students of senior high school should be able to write a text. One of the kinds of texts is hortatory exposition text. Hortatory exposition is a type of text in which the writer attempts to persuade the addressee to do something or act in a specific way. Definitely, some students still have some difficulties in writing hortatory exposition text. Hence, this study is aimed to express the students' ability, the difficulties faced, and the solutions to overcome in writing hortatory exposition.

In this research, the researcher solved the statements of the problems as follows: 1) How are the students' ability in writing hortatory exposition text? 2) What are the difficulties faced by the students in writing hortatory exposition text? 3) What are the solutions to overcome the students' difficulties in writing hortatory exposition at SMAN 3 Ponorogo?

This research applied a mixed-method with the descriptive research design. It was conducted on the eleventh-grade students of SMAN 3 Ponorogo especially at XI IPA 7 class academic year 2021/2022. The data were collected by observation, interview, and documentation. The researcher used documentation to analyze the students' ability in writing hortatory exposition. Meanwhile, the result of the interview and observation were used to find out the difficulties that faced by students and the solutions to overcome them. The data were analyzed through data reduction, data display, and drawing and verifying conclusions. To verify the data, the researcher used the triangulation method.

The result of this research show that: 1) the students' scores in writing hortatory exposition at the average level at most. It means students' ability in writing hortatory exposition text was at an average level of ability. 2) the students' difficulties in writing hortatory exposition text consist of the difficulty in determining the topic, the difficulty in arranging adequate words, the difficulty in developing sentences, and the last is the difficulty in arranging sentences with suitable grammar. 3) there are ways to overcome students' difficulties, such as brainstorming and using Drafting and Main Word Strategies. While to improve students' abilities, students can make several efforts, such as encouraging and motivating themselves, practising, listening to conversations, talking with friends, and using synonyms and antonyms. Reading references such as journals and articles in English is also needed to increase vocabulary.

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بِسْــــمِ ٱللَّهِ ٱلرَّحْمَنِ ٱلرَّحِيـــمِ

In the name of Allah, the Compassionate, and the Merciful. Praise be to Allah, Lord of the world who has blessed all of the creatures. Shalawat and Salam for our prophet, Muhammad SAW, who has given his life moral improvement and to be mercy to universe.

The researcher realize that cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, the research would like to extend my appreciation to all of them. The researcher wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. In this chance, I would like to give her sincerest gratitude and appreciation to:

1. Dr. Hj. Evi Muafiah, M.Ag. as Rector of State Institute of Islamic Studies Ponorogo.

2. Dr. H. Moh. Munir, Lc. M.Ag. as the Dean of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo.

3. Dr. Dhinuk Puspita Kirana, M.Pd as the Head of English Department English of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo.

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It is realized that this research project needs a lot of improvement due to my limited capability in formulating and designing a qualified research project. Therefore, the researcher will highly appreciate the readers' constructive criticism for the sake of the perfection of this research project.

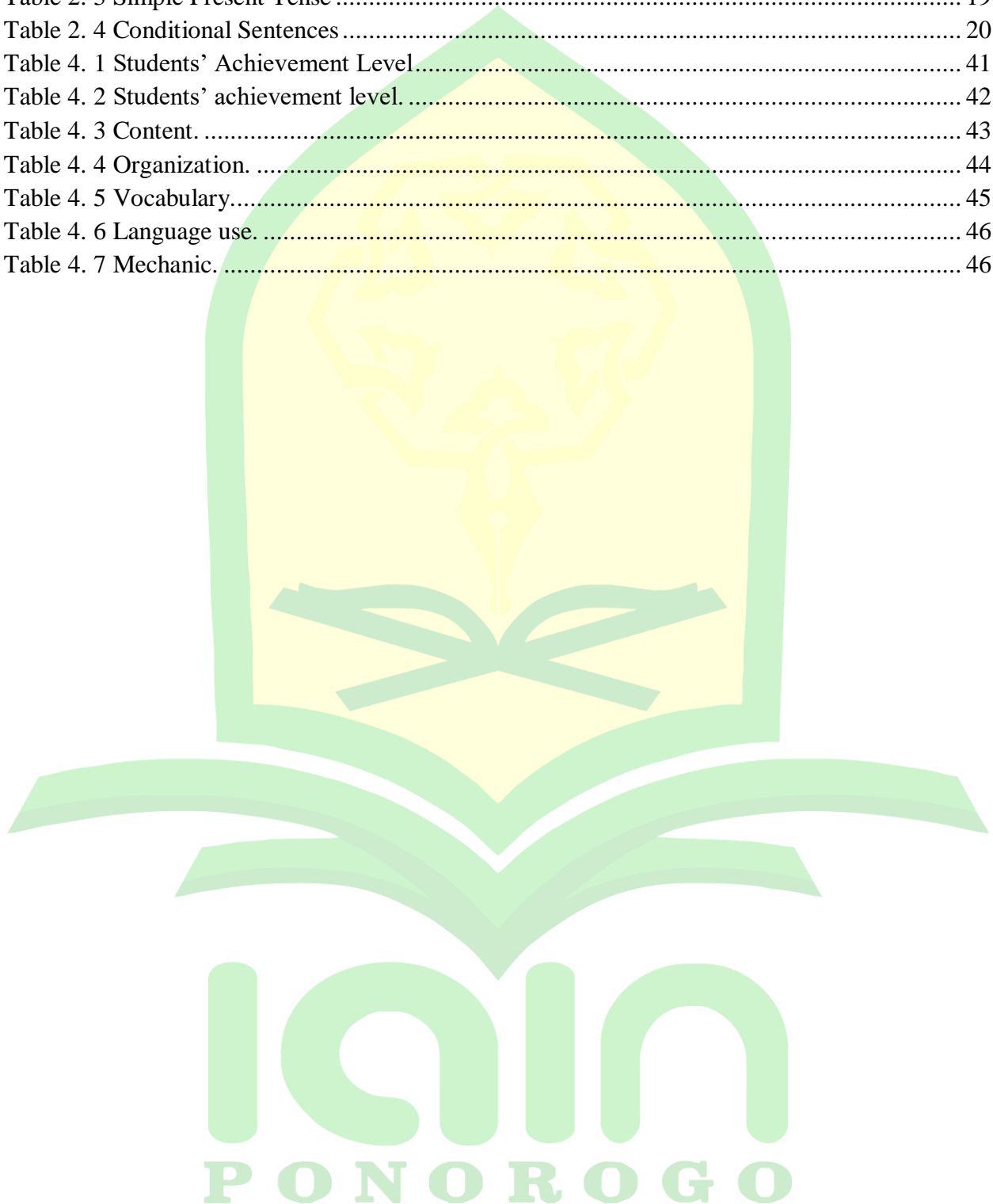Ponorogo, 26 April 2022

Elsa Milenia Febrianti

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing, along with listening, speaking, and reading, is regarded as one of four integrated skills in mastering English.[2] Listening is understanding spoken language. Reading entails comprehending written language's core and supporting ideas. Speaking focus on oral language. There were four skills to differentiate when learning English. Listening and reading are both skills in their own right, but speaking and writing are production skills. The four fundamental abilities are linked through communication (oral and written) and the direction of communication (receive information).[3]

Among those four skills, writing has the important role as a tool which is used for conveying and demonstrating what students know. It helps the students to communicate effectively in and out their school. As the one of the language skills, writing stand to be the most difficult skill to second language learner.[4] In our global culture, the ability to write effectively is becoming increasingly crucial, and writing instruction is having an increasingly significant part in both second and foreign language education. As developments in transportation and technology allow people from all over the world to communicate, communication across languages is becoming increasingly important. As a result, the ability to speak and write a second language is increasingly being acknowledged as a valuable skill for academic, professional, and personal reasons.[5]

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[2] Yaholil Mustapa and Rusdi Noor Rosa, "Using Freewriting Technique in Teaching Writing," *English Language Teaching* 1, no. 2 (2013), 1.

[3] De Powers, "The Case for a Comprehensive, Four-Skills Assessment of English-Language Proficiency," *R&D Connections. Educational Testing Service*, no. 14 (2010), 11.

[4] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (New York: Cambridge Univercity Press, 2002), 303.

[5] Sara Cushing Weigle, *Assesing Writing*, *Cambridge University Press* (New York: Cambridge University Press, 2002), 1.

Writing skills commonly offered in most English language courses, those are related with the need of people in language. People communicate each other using spoken and written language. Kind of written language that usually used in the publication such as books, magazines, newspaper, and literary works. It indicates that writing skill plays a significant role in our daily lives because we always use language to communicate. Furthermore, more people are required to acquire written English for vocational or academic purposes in order to advance their careers. As a result, students must acquire the ability to write.

Students of senior high school should be able to write a text. Many kinds of text are learned in English subject. There are 12 genres of text that should mastered by the senior high school students; narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text.[6] Genre of text that should to be learn for students in Senior High School such as narrative, recount, descriptive, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.[7] For all the kinds of text, the students in second level of senior high school have to learn exposition text.

An exposition is a comprehensive description and explanation of an idea or theory. Based on it's function, exposition is devided into two, they are analytical exposition and hortatory exposition.[8] An analytical exposition text is a piece of text which presents one side of an issue to persuade reader or listener by presenting one side of argument. Refnaldi also stated that analytical exposition text is designed to persuade the reader or listener that something is the case.[9] Moreover, according to Untoro, analytical exposition has a recent

[6] Badan Standar Nasional Pendidikan, in *PerMenDikNas RI No. 41*, 2007.

[7] Syaiful Sagala, "Administrasi Pendidikan Kontemporer," *ESP Material Development* 44, no. 2 (2012), 2.

[8] Kurikulum 2013, *Belajar Praktis Bahasa Dan Sastra Inggris* (Viva Pakarindo, 2022), 50.

[9] Refnaldi, "The Process-Genre Based Model for Teaching Essay Writing," *Proceeding of the International Seminar on Language and Arts* 2 (2013), 479.

related topic and important problems which need to be explored.[10] So, it can be conclude that analytical exposition is the text that persuade reader which has recent topic or issues.

Meanwhile, hortatory exposition is a type of text in which the writer attempts to persuade the addressee to do something or act in a specific way. At the books of *Sumber Belajar Penunjang PLPG 2017*, stated that hortatory exposition is a type of spoken or written text that instructs the listener on what should or should not occur or be done.[11] According to Djuharie, a hortatory exposition text is a written text that aims to share ideas and persuade readers to agree or disagree on something.[12] Moreover, Kartika, in her journal, said hortatory exposition is a text in which the writer uses thorough explanations to persuade the reader that something should or should not be done.[13] It can be concluded that hortatory exposition is a types of spoken or written text which persuade the reader about something that should be done or not.

Based on interviewed with Mrs. Yuli Indriastuti, S.Pd., the most difficult English lesson that are learned by the students especially in eleventh grade is exposition text.[14] Exposition text divided into two, they are analytical exposition and hortatory exposition. In hortatory exposition text, the students learn how to share opinion, ideas or arguments, in form of writing or speaking. Students must have adequate information to support their ideas regarding the specified topic. This circumstance motivates students to enhance their explanation by developing their arguments. It also encourages students to consider situations in their daily lives more critically. The students also need to learn the hortatory exposition text since this type of text is popular among science, academic community, and educated people. Because this text is considered very beneficial to be taught for senior high

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[10] Bambang Untoro, "The Effect of Group Investigation and Learning Style on Students' Writing of Analytical Exposition," *Indonesian Journal of English Education,* 3, no. 1 (2016), 34.

[11] Mata Pelajaran et al., "BAB X HORTATORY EXPOSITION," 2017, 2

[12] Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), 31.

[13] Kartika Dewi, "The Students' Difficulty in Writing Hortatory Exposition Text At the Elevent Grade of SMA N 10 Jambi" 20, no. 3 (2020), 758.

[14] Interviewed with Mrs. Indriastuti S.Pd, (English Teacher of SMAN 3 Ponorogo), on Wednesday, 19th January 2022.

school students, this research is expected to help the teachers in improving the quality of teaching so that they are able to find an appropriate approach for teaching writing hortatory exposition text.

In SMAN 3 Ponorogo, the teacher focuses the exposition text material on hortatory exposition text. Mrs. Yuli said, there were a number of students that still confused when writing hortatory exposition. Even in the students' mother tongue, writing still become a difficult skill for many students at school.[15] The difficulties that commonly faced by students in writing especially in writing hortatory exposition text such as the difficulties in using grammar, other students' problems are to conduct the content, organization and the utilization the vocabulary.[16]

There are several reasons for those, including the fact that writing must be learned, as opposed to speech, which is acquired in the child's mother tongue as part of normal development. Furthermore, while speaking is a common daily activity for many people, writing is something they do only on occasion. From those phenomenon, the researcher wants to know the ability of students in SMAN 3 Ponorogo in writing hortatory exposition. The researcher took a sample of 34 students from class XI MIPA 7. The sample selection was based on the researcher's discussion with the English teacher at SMAN 3 Ponorogo.[17] XI MIPA 7 class has students with different abilities, so that researchers get various data results to make the data more valid.

Beside of the ability of students, the researcher also wants to find out what are the difficulties that faced by students in writing hortatory text that focuses on rhetorical modes, generic structure, and language features. Rhetorical modes describe about the ways that

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[15] Jill Hadfield and Charles Hadfield, *Oxford Basics Introduction to Teach English* (New York: Oxford University Press, 2008), 116.

[16] Asriani Hasibuan, Gabby Maureen Pricilia, and Novita Mayasari Aritonang, "An Analysis of Students ' Difficulties In Writing Hortatory Exposition Text Ability (A Study at the Eleventh Grade Students of SMA Negeri 1 Pinangsori in 2018 / 2019 Academic Year)," *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 3, no. 1 (2020), 66–67.

[17] Interviewed with Mrs. Indriastuti S.Pd, (English Teacher of SMAN 3 Ponorogo), on Wednesday, 19th January 2022.

writers and speakers organize their ideas to communicate effectively. Hortatatory exposition is one of argumentative texts, which shows the arguments about a current issues, usually used senteces that percuade a reader. The difficulties in rhetorical modes that faced by students can be found from previous study entitled "The Students' Difficulty in Writing Hortatory Exposition Text At the Elevent Grade of SMA N 10 Jambi", 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.[18]

After that, the next is generic structure. In hortatory exposition, there are three generic structures, that are thesis, arguments, and recommendation. The difficulties that usually experienced by students are developing the ideas into a paragraph, translating the text into English, determining the topic or title in accordance with the theme, making recommendations, and making thesis and argumentation.[19] Those can be found from study that has been done by Ayu Novitasari and Kristanti Yuntoro Putri, "An Analysis Students' Writing of Using Generic Structure of Hortatory Exposition Text by the Second Grade Students of MAN 2 Kediri Academic Year 2019/2020". The last part is language features. Most of students are indicated that they lack of vocabularies. They seemed used the same word in one paragraph and difficult to developed each sentence into a good paragraph.

After knowing the difficulties of the students, the researcher can find the appropriate for teacher to teach writing focused on hortatory exposition. So, the students and the teacher can overcome the difficulties in writing hortatory exposition text. In line with those

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[18] Dewi, "The Students' Difficulty in Writing Hortatory Exposition Text At the Eleventh Grade of SMA N 10 Jambi."

[19] Novitasari Ayu and Kristanti Yuntoro Putri, "An Analysis Students' Writing of Using Generic Structure of Hortatory Exposition Text By The Second Grade Students of MAN 2 Kediri Academic Year 2019/2020," no. 2010 (2020): 61–72.

description above, the researcher wants to conduct a research with the title: *Students'*
Difficulties in Writing Hortatory at SMAN 3 Ponorogo.

B. Focus of the Study

The focus of the research is to know what are the students' difficulties in writing
hortatory exposition text at the class of XI MIPA 7, SMAN 3 Ponorogo in academic year
2021/2022.

C. Statement of the Problem

The research question in this research are as follows:

1. How are the students' ability in writing hortatory exposition text?

2. What are the difficulties faced by the students in writing hortatory exposition text?

3. What are the solution to overcome the students' difficulties in writing hortatory
exposition at SMAN 3 Ponorogo?

D. Objectives of the Study

The research objective in this research are as a follows:

1. To describe the ability of students in writing hortatory exposition text.

2. To identify the difficulties faced by students in writing hortatory exposition text.

3. To find out the solution to overcome the students' difficulties in writing exposition
text.

E. Significance of the Study

The finding of this research are an expected contribution given both theoretically and
practically, those are:

1. Theoretical Significance

   The result of this study are expected to be able for teacher in regarding the difficulties faced by students in writing hortatory exposition also to find out the appropriate method to teach students while learning hortatory exposition thus students can reach the aim of the study and improve their writing ability especially in writing hortatory exposition.

2. Practical Significance

   a. For the Teacher

      The result of this study gives an information to the teacher related to the difficulties faced by students also gives contributions as an evaluation media in teaching English especially in teaching writing hortatory exposition text.

   b. For the Students

      This research can help students to have more understanding about writing hortatory exposition text. Hopefully, the students can increase their ability in writing skill.

   c. For the Researcher

      The result of this study can be a reference and information to the next researcher about students' difficulties in writing hortatory exposition text.

F. Organization of the Thesis

This thesis is divided into six chapters and each chapter is related to one another. It becomes a unified whole and compiled systematically in order to make the readers understand the content easily.

The first chapter is introduction. This chapter discusses the background of the study that explains the reasons behind conducting this research and the basic partner of the entire contains thesis. This chapter also discusses the research focus, statement of the problem, research objective, significance of the study, and organizations of the study.

The second chapter is previous research findings and theoritical framework. This chapter contains previous research findings that are critical in supporting theories and ideas that explained such as the definition of writing, process of writing, hortatory exposition, difficulties in writing, etc.

The third chapter is research method. This chapter includes the discussion about the approach and data design, the role of reseacher, research setting, data soures, data collection technique, checking the validity of findings, and research procedures that are applied while doing study an analysis about the students' difficulties in writing hortatory exposition at SMAN 3 Ponorogo.

The fourth chapter is research findings. It is divided contains the main information found in the field, such as the school's background, the geographical location of SMAN 3 Ponorogo, the institute's vision and mission, the students' results in writing the Hortatory Exposition text, the interview with students and the English teacher, the description of findings, and the summary of findings..

The fifth chapter is closing which covers the conclusion of the research and recommendations for further study.

CHAPTER II
THEORETICAL FRAMEWORK
AND PREVIOUS RESEARCH FINDINGS

This chapter consists of some theories related with writing, types of text, the definition, general structure of hortatory exposition, the theory about difficulties in writing and also shows the several previous studies related to this research.

A. Theoretical Framework

In this part, the researcher provided some theories related with the title of this research so that the researcher able to do the study using the terms and criterias based on the theory.

1. Writing

Writing is one of the language skills that must be mastered by English learners, along with listening, speaking, and reading. They should be able to express their thoughts in writing in order to develop their ideas and generate increased the readers' interest. They can also transfer information and knowledge to others through writing. According to Harmer, writing is a skill that focuses in producing language to express someone's idea and feeling in writing form.[20] It indicates that writing is a tool for us to express ourselves through language. The concept, feeling or opinion produced based on the writer activity was done. It is also a physical and mental activity that supports the writer in putting thoughts into meaningful expressions.

Writing can be used for a variety of purposes, ranging from being merely a "backup" for grammar instruction to being a major syllabus strand in its own right

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[20] Jeremy Harmer, *How to Teach Writing* (England: Pearson Longman, 2004), 31.

where mastering the ability to write effectively is seen as a key objective for learners.[21] To know the learners ability in writing, it can be analyzed from the structure in their writing form. The writing form has to be both coherent and cohesive. Coherence refers to the connections between ideas and points, whereas cohesive refers to the method of thinking, knowledge, and words that are grammatically ordered into sentences that are easy to understand by the reader so that both parties may communicate.

For all the statement above, the researcher concludes that writing is one of skills in English that is used to transferred idea, feeling, and thought of writer's mind which arranged in words, sentences and paragraph. The expression must be coherence and cohesive to make the reader accept the purpose of the writer.

a. Process of Writing

In the writing process, it is necessary to pay attention not only to the final result, but also to practice. According to Hyland, the illustrator stages of writing provide students with a clear understanding that the writing process is important in producing good writing.[22] Furthermore, Oshima and Hogue provide a four-step procedure for writing that is explained in here:

1) Prewriting

Prewriting is the first step in the process. Prewriting is a technique for generating ideas. In this step, the writer selects a topic and gather information to describe it.

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[21] Harmer, 31.

[22] Ken Hyland, *On Second Language Writing*, ed. Jack C. Richard, *TESOL Quarterly*, vol. 36 (Hong Kong: Cambridge University Press, 2004), 10.

2) Organizing

The following step in the writing process is to present ideas into a simple outline. The idea that has been chosen, developed into some outline sentences.

3) Writing

The next step is to write a rough draft, using the outline in previous step to make a sentence. Without thinking about grammar, spelling, or punctuation, write the rough draft as quickly. Simply, the writer puts the thoughts on paper. The rough draft will almost certainly contain numerous errors. After all, this is entirely normal and appropriate. Correct the errors afterwards.

4) Revising and Editing

The focus in this step is polishing the rough draft. First is revising the issues of content and organization. Then work on smaller issues of grammar, punctuation, and mechanics (editing).

After those processes are completed, the result of the writing process is ready to be sent to the reader. It must be quite different if students write on their own. As a result, if students follow this process, the outcome of their writing is better.

b. **Content of Writing**

To organize an effective phrases, the writer requires some components in writing. These elements can help in gaining in maintaining control over their work. Content, organization, language use, vocabulary, and mechanics are all important aspects of writing.

1) Content

   Content refers to the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject, the purpose of a content paragraph is to convey ideas rather than to fulfill the special functions of transition, restatement, and emphasis.

2) Organization

   It refers to the content's logical organization (coherence). It is little more than an attempt to piece together a jumble of facts and ideas. Even in early drafts, it may still be looking for order, attempting to distinguish patterns in its material, and attempting to bring the specifics of his subject in line with what is still only a blurry notion of purpose.

3) Vocabulary

   The most important aspect of teaching a language is vocabulary. The selection of words that are appropriate for the content is referred to as vocabulary. It begins with the assumption that the writer wishes to express his or her ideas as clearly and directly as possible. As a general rule, the writer's primary goal should be clarity.

4) Grammar

   Language grammar is a description of how a language behaves. Without knowledge of grammar, the writer cannot make the language communicative to a wide range of readers from various situations.

5) Mechanic

   Mechanic refers to the use of traditional graphic language of the language, i.e., the step of arranging letters, words, paragraphs, and others related to one another using knowledge of structure and some others

related to one another. We must pay close attention to the use of punctuation and the making word of sentences.

In short, to make a good of writing, the writer needs to make a cohesion and coherence either in each phrase or in each paragraph. In a good paragraph, it contains of clear main content with several supporting sentences. To make the readers easily to understand the text, the writer should use a variety of vocabulary which appropriate with the grammar in each of sentences. The use of punctuation, spelling, and capitalization must be considered.

c. **Assesing Writing Test**

Writing abilities are difficult to teach because they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgmental aspects. The following study categorizes the diverse and varied skills as are necessary for successful prose writing into five basic components or domains.[23]

1) Language use: the ability to generate appropriate and correct sentences;

2) Mechanical skills: the capability to apply written language standards appropriately, such as punctuation and spelling;

3) Treatment of content: the ability to think creatively and generate ideas while filtering out any unnecessary information;

4) Stylistic skills: the ability to modify phrases and paragraphs and effectively employ language;

5) Judgement skills: the ability to write in an acceptable style for a particular purpose with a specific audience in mind, as well as the ability to choose, organize, and order pertinent information.

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[23] J. B. Heaton, *Writing English Language Test*, vol. 18 (United States of America: Longman Group UK, 1998), 135.

In line with the statement above, it is necessary to have an assessment in a writing to determine the quality of the writing and the ability of writer. Writing assessment is a field of study that includes theories and strategies for assessing a writer's ability or potential through a writing task. There are various methods for evaluating writing. The most common approach is to use a rubric. The rubric includes anything from state-mandated writing standards to individual criteria relevant to an assignment. Other types of writing evaluation use checklists or rating scales.

Table 2.1 Scoring Rubric for Assesing Writing Test.[24]

Categorization	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substatntive-et.
	26-22	Good to average	Some knowledge of subject-little substance- etc.
	16-12	Fair to poor	Limited knowledge of subject- little substance-etc.
	16-13	Very poor	Does not show knowledge of subject-non substantive-etc.
Organization	20-18	Excellent to very good	Fluent expression- ideas clearly stated- etc.
	17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out- etc
	13-10	Fair to poor	Non fluent- ideas confused or disconnected- etc
	9-7	Very poor	Does not communicate- no organization- etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range effective word/idiom choice and usage-etc.

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[24] Heaton.

	17-14	Good to average	Adequate range occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor	Limited range- frequent errors of word/idiom form, choice, usage-etc.
	9-7	Very poor	Essentially translation-little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions- etc
	21-19	Good to average	Effective but simple constructions-etc.
	17-11	Fair to poor	Major problems in simple/complex constructions- etc
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions-etc.
	4	Good to average	Occasional errors of spelling, punctuation-etc
	3	Fair to poor	Frequent errors of spelling punctuation, hastitalization-etc.
	2	Very poor	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

As shown in the table above, each category has a varied maximum score. That is, 30 points for content, 20 points for organization, 20 points for vocabulary, 25

points for language use, and 5 points for mechanics. As a result, the maximum available grade is 100.

The student's ability in writing can be determined using the standard taken from the average score by Putra.[25]

Table 2. 2 The measurement of the students' achievement.

Criteria of mastery level of achievement.	
Score	**Category**
91-100	Excellent
81-90	Very Good
71-80	Average
61-70	Poor
Below 60	Very Poor

The rubric above is used as a reference to determine students' writing abilities, whether they are good enough, in average, or below average.

2. **Hortatory Exposition**

Hortatory exposition is a type of text in which the writer attempts to persuade the addressee to do something or act in a specific way. Another literature source said hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.[26] According to Djuharie, a hortatory exposition text is a written text that aims to share ideas and persuades readers to agree or disagree on something.[27]

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[25] Pebri Prandika Putra, "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu , Indonesia," *International Jurnal of Humanities and Science* 2, no. 21 (2012): 60–68.
[26] Badan Standar Nasional Pendidikan, "BAB X HORTATORY EXPOSITION."
[27] Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), 31.

Moreover, Kartika said hortatory exposition is a text in which the writer used thorough explanations to persuade the reader that something should or should not be done.[28] It can be concluded that hortatory exposition is a types of spoken or written text which persuade the reader about something that should be done or not.

a. **Social Functions of Hortatory Exposition**

The social functions or purposes in hortatory exposition text are to persuade the readers or listeneners that something should or should not happen or be done, to do something and it possesses some characteristics of oral language, and to change their point of view or position in the argument.[29]

Students learn how to share their opinions, ideas, or arguments through writing or speaking in hortatory exposition texts. Students must have sufficient knowledge to back up their ideas about the given topic. This condition encourages students to develop and elaborate on their arguments in order to strengthen their explanation. It also encourages them to think more critically about the issues that confront them on a daily basis. Students must also learn the hortatory exposition text, which is popular among scientists, academics, and educated people. This text is very beneficial learnt for Senior High School students to learn, the teacher should take an appropriate approach to teaching writing hortatory exposition.

b. **Rhetorical Mode of Hortatory Exposition**

Rhetoric is the art of communication with an audience. Another study stated that rhetoric is a study of writer influence readers through language. Rhetoric, in the context of writers, refers to the writer's attempt to

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[28] Kartika Dewi, "The Students' Difficulty in Writing Hortatory Exposition Text At the Elevent Grade of SMA N 10 Jambi" 20, no. 3 (2020), 758.

[29] 2013, *Belajar Praktis Bahasa Dan Sastra Inggris*, 51.

communicate with readers through literary devices and compositional techniques.[30] Rhetoric also called rhetorical modes, is organizational patterns or methods of development; those are the ways in which authors and speakers organize their ideas in order to communicate effectively. Rhetorical writing can be done in a variety of ways. Description, expository, narration, and persuasive are the four most common types of writing.

Hortatory exposition is included in kind of persuasive text. Persuasion (i.e., argumentation) logically attempts to persuade readers to agree with an opinion or act; the argument also acknowledges opposing viewpoints and accommodates and/or refutes them with diplomatic and respectful language, as well as providing precise and accurate evidence and other expert supporting details. To effectively persuade their readers, writers need to be modest in their goals and humble in their approach to get readers to listen to the ideas. These phrases of concession include although, of course, though, granted that, still, yet.

c. General Structure of Hortatory Exposition

In hortatory exposition, there are three main parts of the text, they are thesis, arguments, and recommendation.

1) Thesis, thesis is part that the writer's point of view about the topic discussed is showed.

2) Arguments, arguments is part where the series of arguments which strengthen the thesis stated before.

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[30] Stuart Greene and April Lidinsky, *From Inquiry to Academic Writing*, (New York: Bedford/St. Martin's, 2012). 32.

3) Recommendation, the last part is recommendation. In here, the writer gives recommendation to the reader whether it should or should not to be done.

All of thus general structure made a full of hortatory text which aim to persuade reader to do something or not do something.

d. Language Feature in Hortatory Exposition

Hortatory exposition is a kind of text which represents the attempt of the writer to have the addressee do something or act in certain way. In order to make the reader easier get the purpose of the text, the writer is required to choose the suitable word and use appropriate sentence structures. There are several language features of hortatory exposition:

1) Hortatory exposition mostly use simple present tense because this text presents an opinion that's not dependent on the time.

Table 2. 3 Simple Present Tense

Positive	Negative	Interrogative
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1?
He/She/It + V1 (s/es)	He/She/It + doesn't + V1	Does + He/She/It + V1?

2) Sometimes use of conditional sentences for shows the situations that might happen in the future, or situations that might never happen. Example: "If schools do that, the students will be satisfied."

Table 2. 4 Conditional Sentences

Type	Function	Pattern	Examples
I	Condition possible to fulfill.	If + simple present, S + will + V	If the school builds the library, many students will register.
II	Condition in theory possible to fulfill.	If + simple past, S + would V	If the students had more staff, the teachers would work efficiently.
III	Condition not possible to fulfill.	If + past perfect, S + would + have + V3	If we had reported to the police, the problem would have been solved.

3) To conduct hortatory exposition text, it is necessary to use a modal verb. A modal verb is a type of auxiliary verb that expresses possibility, necessity, and obligation. There are many modals that can use in hortatory exposition, such as *should, must, will,* etc.

a) Advice : should, ought to	e) Lack of Necessity : needn't
b) Suggestion : can, could	f) Permission : may, could.
c) Obligation : must	g) Request : can, could
d) Prohibition : mustn't	h) Ability : can, could

4) The hortatory exposition uses mental processes, material processes and relational processes. The use of mental processes is to state what the writer thinks or feels about the issue. For example: feel, realize, and appreciate. Material processes is used to explain what happens with the issue. For example: is polluting, drive, travel, spend, and should be treated. The last is the use of relational processes, that is to state what it should or should not to be. For example: does not seem to have been, and is.

5) Use of connective words, such as *next, then, in addition, afterwards, however, furthermore, firstly, secondly, finally,* etc.

6) To giving opinion on the text, the writer may use several expressions such as:

a) In my opinion, it is better ...

b) I think.... should....

c) I think.... should be....

d) For those reasons, ...

In short, all of following language features of hortatory exposition above used to conduct a whole of good hortatory exposition text. In order to makes the reader easier to understand and gets the aim of text that is to persuade people to do what the thesis recommends.

3. **Difficulties in Writing**

Difficulties in writing can be overwhelming to students' education. Students are increasingly expected to express what they know about many different subjects through writing. According to Levine as a cited in Nathan identifies the following writing difficulties face by the students.

a. **Attention Problem**

Students who struggle with attention may be impulsive and inattentive. There are five aspects to gave an attention to the problems, which are as follows: difficulty starting writing assignments, easy distractibility during writing tasks, mental fatigue or tiredness while writing, inconsistent legibility in writing, uneven writing tempo, many careless errors, and poorly planned papers and reports. For example, if the teacher asks the students to write about a specific topic, they will instead explain another topic.

b. **Spatial Ordering Problem**

Students who struggle with spatial ordering are less aware of the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem includes poor use of lines on the paper, organizational problems, uneven spacing between letters, and many misspelled words. For example the students want to write the sentences there are many students join to exchange program, yet they write join to with "jointo" instead.

c. **Sequential Ordering Problem**

Students who struggle with sequential ordering have trouble putting or keeping letters, processes, or ideas in order. Poor letter formation, transposed letters and spelling omissions, poor narrative sequencing, and a lack of transitions are all examples of sequential ordering problems. For example,

students do not provide transitions such as: additionally, however, also, and so on, which are very important within sentences.

d. Memory Problem

Active working memory is critical because many writing processes must be automated. The students may struggle to remember spelling, grammar, and punctuation rules, to access prior knowledge while writing, or organizing ideas. Poor vocabulary, numerous misspelled words, and frequent capitalization, punctuation, and grammar errors are examples of these issues. Students, for example, are unable to distinguish between simple present and simple past tense.

e. Language Problem

Good writing relies on a student's language abilities. Some students may struggle with language issues such as poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, difficulty reading back what is written, and difficulty with word sounds, spelling, and meanings. For example, students who lack vocabulary write solely with vocabulary and do not develop their writing skills.

f. Higher-Order Cognition Problem

Students who have difficulty with higher-order cognition often have difficulties in presenting arguments or conveying ideas in written form. They usually unable to developing and organizing ideas, lack of audience opinion or sense, and difficulty with writing tasks that require creativity and/or critical thinking. For example, the students who are assigned a social topic by their teacher are unable to present their arguments on the topic.

To summarize, it is important to realize that many students make mistakes or experience difficulty as part of the process of becoming better writers. They may reverse words, spell incorrectly, have difficulty expressing their thoughts in writing, or exhibit any of the other problems described above. To ensure progress, teachers must keep a close eye on students and try to understand their strengths and weaknesses, just as they do in any other academic subject.

4. **Factors Affecting Writing Difficulties**

In writing, some people are faced the difficulties while doing it. There are several factors affect the difficulty in writing. According to Al-Khsawneh as a cited in Adas indicated that there are some factors that affecting writing difficulties, namely:

a. **Teaching Method and Environment**

The first factors influencing students' writing difficulties are the teaching method and the environment. The medium of instruction, using Indonesian in English classes, writing done in Indonesian, teachers' low proficiency in English, and a lack of writing practice in educational institutions were all methods used by teachers to teach English. Furthermore, many students use their mother tongue during English class, so there is no English environment in English classes, causing students to struggle in learning English.

b. **Limited Vocabulary of English Language Learners**

Because of limitation on vocabulary, the students end up repeating the same words, English language learners are not use the appropriate developed spelling, and their written texts are limited to words they know.

c. **Ill-structured Sentences in Composition.**

Because of the ill-structured sentences in composition, the students' writing is difficult to understand. The students are unable to complete the correct sentence. For example, the students are unsure whether the subject, verb, or adjective is the correct one. As a result, they make a mistake in distinguishing the word order.

In summary, when students get low grades in writing assignments, there must be several factors that cause it. These factors can occur within or outside of the students themselves. Factors within students can be overcome through training to practise individual abilities, whereas teachers can help in overcoming external factors by using specific methods or creating an appropriate learning environment so that students can develop well.

B. **Previous Research Finding**

In this previous study, the researcher confirms previous research conducted by other researchers before:

The first previous study was conducted by Hartoni with the title "The Difficulties of Eleventh Grade Students of SMAN 3 Padangsidimpuan in Writing Analytical Exposition Text" from State Institute of Islamic Studies Padangsidimpuan. This research focused on the difficulties of eleventh grade students of SMA Negeri 3 Padangsidimpuan in writing analytical exposition text. From the research, it can be concluded that the difficulties faced by students are; students still weak at grammar because they are not not able to make a good sentence. Then, many of them do not use punctuation, so the readers feel it is difficult to understand the text. Almost all of them understand the organization, but some students find it difficult to elaborate on the ideas. Lastly, students are difficult to make arguments in content, so readers only get

less reason to follow or not like the writer's thesis. The similarities that can be found in his research and this research are both of the research want to find out the difficulties faced by students in writing lessons. Then, to differentiate with the previous one, the previous one uses mixed method meanwhile, this research uses only a qualitative research method. On the other hand, the main topic of the previous study is the difficulties in writing analytical exposition meanwhile this research describes the difficulties faced by students in writing hortatory exposition.[31]

The second one is a thesis entitled "An Analysis of Students' Difficulties in Writing Recount Text at the Tenth Grade of MAN Al-Hidayah Jambi" by Lisa Novita Sari from State Islami University Sulthan Thaha Saifudin Jambi. This study aims to determine the types of students' difficulties and the factor that makes students have difficulties writing recount text in class X C MAN AL-Hidayah Jambi. From the analysis of the students' writing and interview results, this study indicates that students have difficulties in content, organization, language, vocabulary, and mechanics in writing recount text. This research has the same focus on the research which to know the difficulties students feel during writing. To conduct the study, both of them use descriptive qualitative research. But, the differences are that Lisa's research analyzes the difficulties in writing recount text while this research analyzes the difficulties in writing hortatory exposition text.[32]

Third, Kartika Dewi, in her journal "The Students' Difficulty in Writing Hortatory Exposition at the Eleventh Grade-of SMA N 10 Jambi", the journal was published by Jurnal Ilmiah Batanghari University-Jambi. This research aims to describe the students 'difficulty in writing hortatory exposition text at the eleven grade of SMA N 10 Jambi, which focused on text organization (thesis, arguments, and recommendation). The

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[31] Hartoni, "The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidimpuan in Writing Analytical Exposition Text" (State Institute of Islamic Studies Padangsidimpuan, 2018).

[32] Lisa Novita Sari, "An Analysis of Students ' Difficulties in Writing Recount Text at Tenth Grade Of Man Al- Hidayah Jambi" (State Islami University Sulthan Thaha Saifudin Jambi, 2021).

result of this journal is that the supporting point of arguments in the thesis statement is the most difficult component in the part of the argument. And for recommendation part is in the level of recommendation connectivity with the thesis statement. On the other hand, most of the students had difficulty organizing the text to make hortatory exposition text. This journal has several similarities with this research. Both of these studies use descriptive qualitative method to conduct the study. This journal has the same main focus that describes students' difficulties in writing hortatory exposition. Besides the similarities, there are also some differences between these two studies. The subject of this research is the students of SMAN 3 Ponorogo at eleventh grade, while the previous ones are the students of SMAN 10 Jambi. The journal analyzes the difficulties focus on text organization (thesis, arguments, and recommendation); meanwhile, this research analyzes the difficulties in writing hortatory on rhetorical modes, generic structure, and language features.[33]

Forth, a journal from Journal of English Language Teaching with the title "Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang" by Annisa Fitri Irwan, An Fauzia Rozani Syafei, and Leni Marlina. The aim of this study is to analyze students' ability to write an analytical exposition text. Based on the research findings, it can be concluded that the third semester English department students' ability to write analytical exposition text is in proficient level. In addition, students' ability in writing the argumentation of analytical exposition text is also in proficient level. Moreover, students' ability to apply the organization and the rules of writing analytical exposition text is in proficient level. From this previous study, it can be found the similarities between the journal and this research. This journal analyzes the students' ability in writing analytical exposition.

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[33] Dewi, "The Students' Difficulty in Writing Hortatory Exposition Text At the Eleventh Grade of SMA N 10 Jambi."

This research also tends to find out the students' ability in writing hortatory exposition text. Both of these studies focus on writing skills; this research chose hortatory exposition text as the main topic to differentiate among them. On the other hand, this research also uses qualitative research method while the journal uses descriptive quantitative research.[34]

Dhoni Aditiya from IAIN Metro, Lampung entitled "The Use of Brainstorming Technique to Improve The Students' Ability of Writing Hortatory Exposition Text at SMAN 1 Seputih Agung Central Lampung". This research aims to determine whether the brainstorming technique is able or not to improve the students' ability to write hortatory exposition text at the eleventh grade of SMAN Seputih Agung. Based on the result of the use of the Brainstorming technique, it can be concluded that Brainstorming Technique can improve the students' ability to write hortatory exposition text. The result of pre-test and post-test on cycle I to cycle II from the pre-test is lower than the result of post-test. Regarding the previous research above, the thesis explains the use of brainstorming technique. It has the similarity with this research that focuses on writing skill at hortatory exposition text. Besides the similarity, these two researches have differences among them, which is the selected research method. The previous ones use the classroom action research method to conduct the research, while this research uses descriptive qualitative research. This study is only to find out the ability and the difficulties faced by students and didn't test any method on it.[35]

Last is a journal made by Ayu Novitasari and Kristanti Yuntoro Putri with the title "An Analysis Students' Writing of Using Generic Structure of Hortatory Exposition

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[34] Annisa Fitri Irwan et al., "Students' Ability in Writing An Analytical Exposition Text at English Department of Universitas Negeri Padang" 7, no. 1 (2018).

[35] Dhoni Aditiya, "The Use of Brainstorming Technique to Improve The Students' Ability of Writing Hortatory Exposition Text at SMAN 1 Seputih Agung Central Lampung" (IAIN Metro Lampung, 2019).

Text by The Second Grade Students of Man 2 Kediri Academic Year 2019/2020". This research aims 1) to know the generic structure written in the hortatory exposition text. 2) to know the quality of the generic structure written in the hortatory exposition text, and 3) to know the problems are faced in using the generic structure of written hortatory exposition text. From the collected data, the result shows that there are five problems that are faced by students 1) developing the ideas into a paragraph, 2) translating the text into English, 3) determining the topic or title in accordance with the theme, 4) making recommendations, 5) making thesis and argumentation. This journal was conducted by using descriptive qualitative method also this research too. Both studies chose hortatory exposition as the main topic. But, to differentiate among these two researchers, this research analyzes the students' difficulties, while the journal analyzes the students' writing using generic structure on hortatory exposition text.[36]

In summary, this research has the main focus that aims to find out students' ability in writing hortatory exposition, the difficulties that are faced by students during the writing activity on hortatory exposition text, and to find out the solution to overcome it. This research is applied the descriptive qualitative research, and the subjects are the students in the eleventh grade of SMAN 3 Ponorogo.

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[36] Ayu and Putri, "An Analysis Students' Writing of Using Generic Structure of Hortatory Exposition Text By The Second Grade Students of MAN 2 Kediri Academic Year 2019/2020."

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this study the researcher used descriptive research. The result of the study is intended to describe the student's ability in writing hortatory exposition, the difficulties faced by students and the solutions to overcome it. The researcher used mixed method to conduct this study. Mixed method research is an approach to inquiry that combines or associated both qualitative quantitative forms of research.[37]

The quantitative data was needed to answer the first research question about how is the students' ability in writing hortatory exposition text. The quantitative data source was from the result of the writing test in hortatory exposition that given by the English teacher. The data analysis will be presented in form of table and statistic data. Then, the qualitative data was needed to answer the second and the third research question about what are the difficulties faced by students and the solutions to overcome the difficulties. The qualitative data were collected by interview and observation.

B. Researcher's Role

The researcher observed the circumstance while students learning writing hortatory text. Thus, the researcher first role is as an observer. Observational research has two types of observation. That are participant observation and non-participant observation. Kumar defined participant observation is when the researcher also participate in the activities as a member.[38] On the other hand, when the researcher was watching and listening during the

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[37] Sugiyono, Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung:Alfabeta, 2013), 404.

[38] Ranjit Kumar, *Research Methodology a Step-by-Step Guide for Beginners* (London: SAGE Publication, 2011), 134.

activities and being a passive observer, it called non-participant observation. In this occasion, the researcher choose as a non-participant observation. The researcher's second role is as an interviewer. An interview is any face-to-face or non-face conversation between two or more people with a particular purpose in mind.[39]

C. Research Location

The researcher conducted the research at SMAN 3 Ponorogo. The school is located in Laks. Yos. Sudarso III/I Street, Paju Village, Ponorogo. This school is known as a favorite school and has a lot of achievements in various competitions. Because of the great accomplishments, SMAN 3 Ponorogo has a lot of class which divided into two major, Science class and Social class. The researcher took a sample of 34 students from class XI MIPA 7. The sample selection was based on the researcher's discussion with the English teacher at SMAN 3 Ponorogo which conclude that XI MIPA 7 class has students with different abilities, so that researchers get various data results to make the data more valid.

D. Data and Data Source

The definition of data is a collection of text, numbers, or symbols in raw or disorganized form. According to Mukhtar, data sources are sources from which a researcher might obtain information or data for a study.[40] Data sources include both primary and secondary data.

1. Primary Data Source

In this research, the researcher used observation and interviewed to collected the primary data. The source of data were the description of the difficulties which faced

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[39] Kumar, 137

[40] Mukhtar, *Metode Praktis Penelitian Kualitatif* (Jakarta: GP Press Group, 2013), 107.

by students at the eleventh grade of SMAN 3 Ponorogo and the data from observation during learning process hortatory text at eleventh grade of SMAN 3 Ponorogo.

To collect data, the researcher used the student test results in a written test of hortatory exposition text given by the teacher and an interview sheet. The student's test results are used to identify the ability to write hortatory exposition texts. At the same time, the results from interviews are used to obtain analysis results regarding student difficulties and solutions that can be applied to overcome them.

2. Secondary Data Source

Secondary data is the data that has been interpreted and recorded in a written source. Secondary data is also known as supporting data or the complement of main data that is used by researchers. Sources of secondary data include books, personal sources, journals, newspapers, websites, government records etc. In this research, the researcher used both of primary data and secondary data. The secondary data were the journal or previous study that related with writing hortatory exposition text.

E. Data Collection Technique

To achieve the data objectives, it is important to apply the correct data collection technique. The term "data collecting technique" refers to all of the methods employed by researchers to obtain data for their studies. The data collection methods used in this study were as follows:

1. Interview

Interviews were conducted for each respondent within a certain period of time, up to several times, until all questions were answered. In this study, interviews were conducted to knows the students' difficulties and what solutions to overcome it in writing hortatory exposition text at eleventh grade in SMAN 3 Ponorogo.

Suharsimi Arikunto said that interview is a dialogue which do by researcher to gain the information from respondent.[41] An interview is a method of collecting data used to obtain information directly from the source. This interview is used if you want to know things from the respondent and go deeper. There are several factors that affect the flow of information in an interview, namely: the interviewer, the respondent, the interview, and the situation in the interview.

2. Documentation

To conduct this research, the researcher also used documentations as a tool to collected the data. The researcher was used result of the test that given by the English teacher which is hortatory text made by students. It used to analyze the ability of students in writing hortatory exposition. The researcher also used some photos as a documentation while observed the class.

Documentation is one method of gathering data that results in an important script relating to the study subject, allowing for the acquisition of complete, accurate data that is not reliant on guesswork. Documentation is used to gather data that is already present in the document script.[42]

F. Data Analysis Technique

The analysis, according to Mattew B. Mioes and Michael Huberman, consists of three concurrent flows of activity: data reduction, data display and conclusion, and verification data.[43]

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[41] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2011), 144.
[42] Basrowi and Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 158.
[43] Matthew B. Miles, A Michael Huberman, and Jhonny Saldana, *Qualitative Data Analysis* (United Kingdom: SAGE Publication, 2014), 10.

1. Data Reduction

    The process of selecting, emphasizing, simplifying, abstracting, and modifying data that appears in written-up field notes or transcripts is known as data reduction. As the researcher decides (sometimes without realizing it) which conceptual framework, case, research questions, and data collection procedures to use, data reduction occurs. The researcher analyzed the data through data reduction technique. The procedures of analyze the data were selecting, summarize, and simplify the data that the researcher got from observation, interview, and from documentation.

2. Data Display

    Sugiyono stated goes on to say that in qualitative research, data can be presented in the form of brief descriptions, charts, flow carts, connections between categories, and so on. The researcher concluded that, in order to draw the first approach to data analysis, the researcher explicitly provide all record-keeping during the interviews.[44]

    The narrative text form of data presentation is commonly used in this research. The purpose of narrative text is to describe previously classified information about students' difficulties in writing hortatory exposition text, and then the researcher's conclusions were presented in narrative text form. It qualitatively analyzed and described the data.

3. Conclusion and Verification Data

    The conclusion, according to Iskandar, more data should be reduced and displayed so that data can be inferred.[45] As a result, qualitative research conclusions could be able to respond to the formulation of the problem from the beginning.

    The first conclusion was based on the reduction and display of data. If a new finding with greater evidence emerges, the conclusion can be modified. In order to

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[44] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013), 249.

[45] Iskandar, *Metodologi Penelitian Kualitatif* (Jakarta: Gaung Persada Press, 2009), 142.

answer the research questions, the researcher described and analyzed the data that had been reduced and exhibited in this study.

G. Checking Validity of Finding

The concept of data validity has been resurrected from the validities and reliabilities concept. When a qualitative approach is used, the researcher checks the validity of the data by checking some components such as:

1. The Strenuously Observation

   Strenuous observation refers to the researcher identifying the characteristics and elements in this situation that are relevant to the chosen issue.[46]
   Conducting these elements of this study;

   a) Observed the learning process in hortatory exposition lesson to know how the teacher taught the material and how far students understood the material.

   b) Conducted the deep research until the researcher consistently discovers several valid data points.

2. Triangulation

   Triangulation is defined as the use of two or more data collection methods in the study of some aspect of human behavior.[47] Thus, the triangulation technique denotes the use of two or more techniques in data collection to ensure validity. The goal of triangulation is to improve the credibility and validity of the results.

   Denzin classifies triangulation into four types[48] : data triangulation (involving time, space, and people), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in

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[46] Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 1998), 171.
[47] Louis Cohen et al., *Research Methods in Education* (New York: Routledge, 2007), 112.
[48] Norman K. Denzin, *Sociological Methods* (Routledge, 2006).

the interpretation of the phenomenon), and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires and documents). On the other hand, the data were checked by using triangulation was more detailed and balanced in the context of this research.

In this part of the validity check, the researcher employed one of four types of triangulation known as methodological triangulation, which entailed an interviewed with a few of students, with several questions related to the difficulties that faced by students toward writing hortatory exposition, observation within activity during the teaching-learning process, and the situation in class, as well as documents such as school documents, photos of class activity, photos of students' assignments, and recording in interviews. This time the researcher conducted the triangulation to investigated the data during learning process in writing hortatory exposition text at SMAN 3 Ponorogo.

H. Research Procedure

There are several procedures that were applied in this study:

1. Planning

   This procedure consists of organizing the research plan, selecting the institution, such as a school or class, where the media is applied as an object observation, observing the learning process at class, preparing instruments to support the researcher's valid data, and other procedures related to research ethics.

2. Data Analysis Procedure

   The researcher analyzed the data, observed students and teachers in learning process, analyzed the results of interview, analyzed the hortatory text made by students and analyzed students' difficulties during learning and writing hortatory exposition text.

3. Research Report

The researcher's writing is in the form of writing a qualitative descriptive thesis about "Students' Difficulties in Writing Hortatory Exposition at SMAN 3 Ponorogo."

CHAPTER IV

RESEARCH FINDING

This chapter contains the main information found in the field, such as the school's background, the geographical location of SMAN 3 Ponorogo, the institute's vision and mission, the students' results in writing the Hortatory Exposition text, the interview with students and the English teacher, the description of findings, and the summary of findings.

A. General Data Description

1. Background of School

On June 5, 1989, the Decree of the Republic of Indonesia Education and Culture was issued by Professor Fuad Hassan number 03/10/U/1989 regarding the transfer of SPG and SGO schools' functions to become other vocational or high schools. Regarding this matter, Mr. Soetono, as the official Head of SPG Negeri Ponorogo, immediately coordinated with the Head of the Ministry of Education and Culture of Ponorogo Regency and also the School Committee to determine the type of school, and Senior High School was chosen.

After this decision, in early 1989/1990, the registration of new student candidates for SMA Negeri 3, Ponorogo District, was opened. The registrants counted as many as 200 students, including male and female students. On the third Monday in July 1989, the first teaching and learning activities began at SMA Negeri 3 Ponorogo.

In 1990-1991 grade 1 students at SMA Negeri 3 Ponorogo who advanced to grade 2 were required to choose a major. At that time, the existing majors were Physics (A.1), Biology (A.2) and Social Studies (A.3). However, at that time SMA Negeri 3 Ponorogo also had grade 2 and grade 3 students who were SPG Negeri students. After all of SPG Negeri's students graduated in 1991/1992, SPG officially closed, and all students

studying at the school located on Jalan Yos Sudarso III/1 were absolutely students of SMA Negeri 3 Ponorogo District. As a motivation to improve the quality and credibility of a school, the government issued an assessment rule for schools throughout Indonesia. The assessment rule is called Accreditation. After conducting an assessment at SMA Negeri 3 Ponorogo Regency through a letter (certification) dated October 21, 2009, the National Accreditation Board in Surabaya stated that SMA Negeri 3 Ponorogo was in position (rank) A. This position at rank A is valid until the 2014/2015 academic year.

2. **Motto, Visions, and Missions of SMAN 3 Ponorogo**

   a. Motto

   My Presence is My Worship

   b. Visions

   Become an educational institution that produces devout, intelligent, skilled students who are able to face global challenges.

   c. Missions

   1) Encouraging religious life and forming students who are loyal to God Almighty.

   2) Improving the quality of human resources among SMAN 3 Ponorogo citizens, as well as their devotion to their primary jobs and functions.

   3) Improving the learning and guidance system in an effective and creative manner so that students can develop according to their own ability.

   4) Developing knowledgeable and talented humans capable of dealing with the advancement of information and communication technology while remaining self-sufficient in their profession.

   5) Implementing participative, transparent, and responsible management to make it the community's preferred school.

   6) Implementing an Environmental Protection and Management Program that is integrated into the creation of the education curriculum.

3. The Development of Learning Writing English Text at SMAN 3 Ponorogo

Based on preliminary research that has been carried out with the English teacher at SMAN 3 Ponorogo, the development of writing learning at SMAN 3 Ponorogo is quite good. It can be proven by the average score of students who get a good rating. Students' comprehension also can be measured through questions and answers with the teacher directly. The quality of student writing is getting better day by day due to several factors such as adequate learning facilities and easy-to-find references.

In English lessons, students are required to learn several types of writing text, such as recount text, descriptive text, or exposition text. All kinds of texts have their own difficulty level starting from the topic selection, text structure, and grammar used. From an interview with Mrs. Yuli as an English teacher for grade 11 and 12 at SMAN 3 Ponorogo, she said that students find it the most difficult to understand the type of exposition text. An exposition text is a text that aims to explain an issue and the author's view on the issue. Concerning the purpose, students need to have broad insight so that readers are able to capture the meaning of reading. Not infrequently, students are required to use words that are rarely found to be able to give explanations or opinions in the texts they make.

From that, the researchers wants to know how the students' ability to understand and write exposition texts, especially Hortatory Exposition texts. The researcher also wants to know what difficulties were faced by students in writing hortatory exposition text as well as provide solutions to overcome these difficulties.

B. Specific Data Description

1. The Data about Students' Ability in Writing Hortatory Exposition Text

In the research finding section, the researcher analyzes the data obtained from the field. In this study, researchers collect the data from documentation, which is students'

writing tests in hortatory exposition text, in-depth interviews to find out the difficulties they faced in writing hortatory expositions, and observations during the learning process. The data were collected on March 15th, 2022, towards the second-grade students of SMAN 3 Ponorogo in the academic year 2021/2022. The researcher only took one class as a sample of XI IPA 6, consisting of 34 students.

The writing assignment of hortatory exposition were given by the teacher. After all the students collected the writing test, the researcher analyzed the quality of the written text to find out the ability of students in writing hortatory exposition text. The researcher computed students' writing results using Heaton' analytical scoring, which uses five aspects of writing: content, organization, vocabulary, language use/grammar, and mechanic.

a. **Students' Achievement Level**

The researcher gives the following frequent of students' scores in writing hortatory exposition text in table 4.1 below:

Table 4.1 Students' Achievement Level

Criteria	Aspect				
	Content	Organization	Vocabulary	Language Use	Mechanics
Excellent to very good	5	9	1	4	3
Good to average	14	18	16	11	19
Fair to poor	7	7	17	19	12
Very poor	8	0	0	0	0

The table 4.1 shows the frequency of students getting scores in writing hortatory exposition text. The researcher calculates the students' score percentage to know the average ability of students in writing hortatory exposition text. The results of the analysis were determined using the criteria outlined in Putra's journal. It was

classified into five levels that are excellent, very good, average, poor, and very poor. Absolute score is used to classify these items. It was a numerical point-based grading system for determining performance standards. Then, it is combined with Heaton's scoring rubric for writing assessment. It reflects the level of achievement of students after computing their scores. Table 4.2 shows the scoring system:

Table 4. 2 Students' achievement level.

Score	Category	Frequency	Percentage
91-100	Excellent	0	0%
81-90	Very Good	5	15%
71-80	Average	16	47%
61-70	Poor	8	23%
Below 60	Very Poor	5	15%
Total		34	100%

Based on the table above, the histogram can be seen as follow:

From the data above, it shows there were 16 students (47%) got score 71-80 (Average), 8 students (23%) got score 61-70 (poor), 5 students (15%) got score 81-90 (very good), 5 students (15%) got score below 60 (very poor). The table above shows 16 students obtained the average level, with the highest percentage of 47% compared to the others. It proves that the students' abilities are at the average level.

b. Students' Ability in Every Aspect

After assessing the hortatory text writing task for all students, the researcher then describes it in every aspect of the writing component. It aims to determine the students' abilities in each aspect and in what part they get low scores. Furthermore, it will be easier for researchers to analyze students' difficulties in writing hortatory exposition text. The Heaton J.B level was used to calculate the analysis findings.

1) Content

In the content aspect, the writer is faced with the ability to generate ideas and provide supporting details. A text is said to have good quality if its content is discussed broadly, substantively, and between sentences must be relevant to the chosen topic. In order to make the reader understand the meaning easily, the text must be clear enough. A good piece of content should be well-organized and completed.[49]

Table 4. 3 Content.

Score	Level	Frequency	Percentage
30-27	Excellent	5	15%
26-22	Good average	14	41%
21-17	Fair to poor	7	21%
16-13	Very poor	8	23%
Total		34	100%

The results of the calculations in the table 4.3 show that the average student ability in content aspect is at the Good Average level of 41%, indicated by 14 students who get scores between 26-22. However, 8 students are still at the Very poor level with a percentage of 23%. This can be interpreted if some students

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[49] Kane Thomas S., *Essential Guide to Writing* (New York: New York University Press, 2000), 15.

still have difficulty in describing the content and combining sentences to fit the topic of discussion. Based on students' writing, it appears that students struggle with developing effective ideas and formulating main and supporting ideas. The students also have trouble expressing their thoughts in writing. As a result, their writing is imprecise and unclear

2) Organization

The organization aspect refers to the writer's ability to express ideas in an organized, clear, sequential, logical and cohesive manner. The ideas found are developed into a relevant whole. Writing organization involves coherence, general to specific, chronological order and following the provisions of the general structure.[50]

Table 4. 4 Organization.

Score	Level	Frequency	Percentage
20-18	Excellent	9	26%
17-14	Good average	18	53%
13-10	Fair to poor	7	21%
9-7	Very poor	0	0%
Total		34	100%

The results of the calculations in the table 4.4 show that the average students' ability in the organization aspect is at the Good Average at level of 53%, indicated that 18 students who get scores between 17-14. It indicated that students are able to make a good paragraph as the general structure of the text.[51]

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[50] Heaton, *Writing English Language Test*, 15.
[51] Arthur Hughes, *Testing for Language Teachers* (United Kingdom: Cambridge University Press, 2003), 101.

3) Vocabulary

The vocabulary aspect discusses the writer's ability to choose words/idioms which are appropriate to the chosen context. Writers are also required to master the form of words. Good writing comprises the correct terms so when the reader reads the text, there will be no misunderstandings

Table 4. 5 Vocabulary.

Score	Level	Frequency	Percentage
20-18	Excellent	1	3%
17-14	Good average	16	47%
13-10	Fair to poor	17	50%
9-7	Very poor	0	0%
Total		34	100%

The results of the calculations in the table 4.5 show that the average students' ability in the vocabulary aspect is at the Fair to poor at level of 50%, indicated that 17 students who get scores between 13-10. It means that when students write a sentence, they employ inadequate expression of ideas, misused vocabulary, and are overly redundant. It indicated that students continue to struggle with attempting a good vocabulary, rather than a wordy and easy statement. When they created wordy sentences in this study, they ran into a vocabulary problem.

4) Language use

In order to produce good writing, a writer should master grammar. Good writing includes correct grammar in the following areas: effective complex

construction, correct agreement, tense, number, word order/function, articles, pronouns, and prepositions.[52]

Table 4. 6 Language use.

Score	Level	Frequency	Percentage
25-22	Excellent	4	12%
21-19	Good average	11	32%
18-11	Fair to poor	19	56%
10-5	Very poor	0	0%
Total		34	100%

The results of the calculations in the table 4.6 show that the average students' ability in the language use aspect is at the Fair to poor at level of 32%, indicated that 11 students who get scores between 18-11. It implies that the students have difficulty using simple past tense, modal verbs, and conjunctions, as well as in making complete sentences.

5) Mechanic

Mechanics refers to the look of words, as they are spelt or arranged on paper. The good text demonstrates the correct use of written English, including accurate spelling, punctuation, capitalization, and paragraphs.[53]

Table 4. 7 Mechanic.

Score	Level	Frequency	Percentage
5	Excellent	3	9%
4	Good average	19	56%
3	Fair to poor	12	35%
2	Very poor	0	0%
Total		34	100%

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[52] Harmer, *How to Teach Writing*, 35.
[53] Kane, *Essential Guide to Writing*, 15.

The results of the calculations in the table 4.7 show that the average students' ability in the language use aspect is at the Good average at level of 56%, indicated that 19 students who get 4 score. It means that students have ability to use an appropriate punctuation and capitalization also less of spelling mistake.

Considering the correction of students' written tests in a hortatory exposition text, it may be concluded that students' abilities are on average level. The number of students at the average level is higher than the other categories, as can be observed. There were 16 students (47%) who got a score of 71-80 (average), 8 students (23%) who got a score of 61-70 (poor), 5 students (15%) who got a score of 81-90 (good), and 5 students (15%) who got a score below of 60 (very poor).

Furthermore, researchers can conclude after analyzing students' abilities in each aspect. Calculated from five aspects, the average student has the ability at the Good average level, that are in the aspect of content, organization, and mechanic. Meanwhile, in the other two aspects, namely vocabulary and language use/grammar, the average student's ability are at the Fair to poor level. It can be conclude that students still have difficulties in developing sentences and applying appropriate grammar.

There are several types of text in English, for example, recount text, descriptive text, argumentative text, etc. In each type of text, there must be characteristics that distinguish it, such as the generic structure, language features, and rhetorical modes. These three things are used to characterize and distinguish one type of text from another. In hortatory exposition text, the general structure is thesis, argumentation, and recommendation. Language features commonly found include using simple present tense, conditional sentences, and several modal verbs such as should, must, mustn't, and others. In rhetorical modes, hortatory exposition uses sentences that

persuade the reader because this text is generally persuasive, which is the sentences that support the opinion of the chosen topic.

Although each type of text in English has the above three points that distinguish it between texts, in assessing the quality of each text, Heaton uses five aspects as outlined in his book. The five aspects are Content, Organization, Vocabulary, Language use (Grammar), and Mechanics. For each aspect, Heaton divides a particular value into four levels that are Excellent, Good average, Fair to poor, and Very poor. With these provisions, we can know the quality of a text and at the same time know the ability of the writer.

2. **The Data about Students' Difficulties in Writing Hortatory Exposition Text.**

To find out the students' difficulties when writing a hortatory exposition text, the researcher used in-depth interviews as a research instrument. Interviews were conducted periodically with ten students who had received materials and assignments to write a hortatory exposition. Based on the results of these interviews, the researchers found four common difficulties experienced by students, including:

a. **Determining The Topic**

In writing a hortatory exposition text, the commonly encountered topics are on average discussing everyday problems. It could be that the chosen topic is an issue that is being discussed a lot. The writer tries to persuade readers to respond about these problems by convincing them through opinions and supporting facts. Some students have difficulty in choosing topics that are relevant to current issues, as said by Fenita Yosi Ariningrum:

> I have a hard time choosing the topic to be discussed, and then it's also challenging to make the words. Because I don't understand, I'm still confused about composing sentences to fit the grammar, whether to use the present tense

or other tenses, because sometimes the text that is made tells the facts that have happened or are happening.[54]

The other student also giving the explanation about the difficulties that experienced by them, the results that can be found are that students have difficulty choosing a topic of discussion. It is because students do not understand the text that will be made.

Adzan Nabil also said:

> I'm a bit difficult to determine the topic to be discussed because it has to adjust to the theme and my knowledge. After that, I lacked vocabulary in English, so it was a struggle to develop sentences.[55]

The following student also explained the difficulty in determining the topic. Sometimes the teacher gives assignments with a predetermined theme. The minimum of student knowledge causes students to have trouble choosing a topic from a predetermined piece.

From the description above, students have difficulty in choosing a topic. Sometimes the teacher determines the theme to determine the selection of writing a hortatory exposition text. However, due to students' lack of knowledge about the problems around them, they tend to take a long time to take the topic of discussion.

b. **Arranging An Effective Sentence**

Writing is an activity of expressing ideas in words arranged in such away. To make sentences that are interesting and easy for readers to understand, a writer must have a good choice of vocabulary. Lack of language will create a text unattractive, less effective, and unreadable, so the intended idea does not reach the reader. This problem was faced by several students as stated by Tyas Ayu Melansari below:

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[54] Look at Interview Transcript 01/W/15-3/2022 at Appendix
[55] Look at Interview Transcript 07/W/17-3/2022 at Appendix

> I find it difficult to develop sentences because of a lack of vocabulary. I usually write in Indonesian first. After that, if I don't use google translate, I don't know what English it is, and it's a bit hard to connect meanings between sentences.[56]

Here students explain their difficulties in arranging sentences because of their lack of vocabulary mastery, so they rely more on the translation features on the website.

Wildhan Arya Vadhila added that:

> Because basically, I have no interest in writing English texts, so my vocabulary is just that, so the problem I often experience is that it is difficult to choose words. I feel that my vocabulary is still slight, so it is also difficult for me to make coherent sentences in one paragraph according to the rules.[57]

In the interview results above, it was found that the problem that students often feel is choosing words. This is caused by the lack of vocabulary mastery.

Intan Tanjung Pratiwi also added:

> When I was writing a hortatory assignment yesterday, I often felt confused about choosing words and arranging sentences to be precise.[58]

The next student also explained their difficulties in choosing words, choosing the correct diction, and arranging them into effective sentences.

From the statement above, it can be concluded that some students have difficulty arranging words into one effective sentence. It is caused by the lack of mastery of vocabulary in English. Most students tend to rely on the translator feature on the website instead of increasing their ability in mastery vocabulary. The translator feature does not necessarily translate sentences accurately. This causes the grammar in the text to be less precise.

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[56] Look at Interview Transcript 02/W/15-3/2022 at Appendix
[57] Look at Interview Transcript 10/W/24-3/2022 at Appendix
[58] Look at Interview Transcript 04/W/15-3/2022 at Appendix

c. Develop Sentences

The researcher found that the students had difficulty developing sentences. After getting the main idea, students faced a problem making 1 paragraph consisting of the main sentence and several supporting sentences. In a hortatory exposition, each paragraph has a different function. For example, the first paragraph is a thesis, and it functions as a paragraph that describes the writer's opinion on the main topic. In contrast, the second paragraph can be an argumentation paragraph containing supporting facts from the writer's opinion. The results of interviews with students can prove the difficulty in developing this sentence as Vivaldi Royhan Maulana said:

> The difficulty that I usually face is often confused to make sentences and make it appropriate to the meaning that I want.[59]

From the explanation of the interview results, it turns out that students have difficulty making sentences. When students are less able to make sentences, the ideas that will be poured do not reach the reader maximally.

Wafi Abidah Ardellia added that:

> When I write, after making one main sentence and supporting sentences, I find it difficult to develop it into a coherent paragraph. I also have difficulties to connecting one paragraph with the next paragraph.[60]

The following student explained that he was able to make the main sentence, but he was unable to add the supporting sentences. As a result, the paragraph that will be made becomes less clear.

Evita Anggelina also added that:

> It is difficult to make appropriate sentences because the sentences I make are sometimes convoluted. It is difficult to develop sentences. Usually, it is confused about what to continue when it goes halfway. Then I cannot translate directly into English because I lack of vocabulary.[61]

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[59] Look at Interview Transcript 06/W/17-3/2022 at Appendix
[60] Look at Interview Transcript 05/W/15-3/2022 at Appendix
[61] Look at Interview Transcript 03/W/15-3/2022 at Appendix

At this time, the student explained that if he had difficulty making appropriate sentences, the sentences she made often became convoluted. As a result, the text she created confuses the reader.

From the data above, students have struggling in developing sentences when writing hortatory exposition text. After determining the main topic, students are confused to make the next sentence to make it a coherent paragraph. It can be caused by a lack of knowledge that students have.

d. **Arranging Sentences with The Suitable Grammar**

Writing text in English will not be separated from the grammar rules. After having sufficient vocabulary to make a sentence, the writer needs skills in using proper grammar. The primary function of grammar is to make sentences correctly. The word structure in the text will look neat, making it easier for the reader to understand what the writer means. This difficulty in grammar is experienced by students when they are assigned to make a hortatory exposition text, as said by Ukwan Husna Hayyu Murofiq:

> I am often confused in compiling sentences into English and using proper grammar because I cannot distinguish tenses, lack knowledge of English words, and have difficulty choosing words to make them not too general.[62]

It can be found that students have problems compiling sentences according to their grammar. Students feel less able to distinguish tenses and lack knowledge about words in English.

Rekha Oktaviano also added that:

> I commonly get problems using grammar because I don't know how to use grammar in English texts. I don't know what these tenses are for or how it for.[63]

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[62] Look at Interview Transcript 09/W/24-3/2022 at Appendix
[63] Look at Interview Transcript 08/W/17-3/2022 at Appendix

In the interview above, the student said that he did not know how to use grammar. As a result, when he wrote a text in English, he found it hard to compose sentences according to the correct grammar.

Based on the results of the interviews with the two students above, it can be seen that students have difficulty arranging sentences according to their grammar. Students lack memorization and they are unable to distinguish the use of tenses as a factor. In this situation, if students cannot use grammar correctly, then the quality of their writing will decrease.

Some of the student difficulties that have been described in the presentation of the data above are also supported by the results of an interview with Mrs. Yuli Indriastuti as an English teacher at SMAN 3 Ponorogo. The researcher asked what the common difficulties faced by students when writing English texts and she said that:

> The first is that students do not understand tenses. They are still confused about which sentences should use which tenses. Then the vocabulary possessed by students is minimal, so it is hard to develop sentences. They usually immediately use Google Translate, then the sentences do not match. Because there is already Google Translate, students learn less vocabulary.[64]

The statement above explains that the average difficulty faced by most students when writing in English is that they do not understand tenses and lack of vocabulary. Students prefer to use Google Translate in translating the text they make so that students learn less vocabulary.

Furthermore, Mrs. Yuli also added students' difficulties, specifically in writing hortatory exposition text, including:

> Students still find it strenuous to compose sentences, connect one sentence to another, and of course, the tenses.[65]

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[64] Look at Interview Transcript 11/W/24-3/2022 at Appendix
[65] Look at Interview Transcript 11/W/24-3/2022 at Appendix

In the answers above, it is known that students have average difficulty in compiling sentences, connecting between sentences and paragraphs, and students have problems using the proper tenses.

Apart from the results of interviews, researchers also get information directly from the data from observations. Observations were made four times during the learning of the hortatory exposition material. Researchers participated in all teaching and learning activities in English subjects in class XI IPA 7.

Learning material for hortatory exposition is done by blended learning. The first meeting was conducted face-to-face while, the 2, 3, and 4 meetings were conducted online through the google meet application. On the first day, students are given general knowledge about a problem that is being discussed a lot in everyday life. It aims to stimulate students as well as teacher conductors in delivering hortatory exposition material. Next, the teacher explains what a hortatory exposition text is and its generic structure.

At the second meeting, teaching and learning activities were carried out online due to the rise of Covid-19 cases. The teacher uses the Google Meet application as a means of supporting learning. At this meeting, the teacher took an example of reading hortatory exposition text in student textbooks. The text was read and interpreted together. After that, to measure students' understanding, the teacher gave questions to students to be answered one by one by the designated students. Some students were silent when asked a question, but some students were able to answer correctly.

At the third meeting, learning was still carried out online. This time the teacher focused on the language features used in the hortatory exposition. The teacher explains about passive voice and also conditional sentences. Unfortunately, the students look less interactive. When the teacher asks students to make an example of a passive sentence, there are only a few students who can answer correctly. So, it can

be seen that students have difficulty in understanding the language feature material in the hortatory exposition.

In the last meeting, students were asked to work on an assignment to make a hortatory exposition text. Themes and topics can be chosen freely. The results of this student work are used as reference data to measure students' abilities in writing hortatory exposition texts.

In summary, it can be concluded that in writing hortatory exposition text, students get some difficulties. These difficulties include determining the topic, arranging effective sentences, developing sentences, and arranging sentences into suitable grammar. Some of these findings can be proven by interviews with several students, interviews with teachers, and the results of observations during class learning.

3. **The Solutions to Overcome The Students' Difficulties In Writing Hortatory Exposition At SMAN 3 Ponorogo**

After knowing the difficulties faced by students when writing a hortatory exposition text, here, the researcher tries to explain some solutions that can be applied to students. It is hoped that both teachers and students can apply the solutions described so that the quality of the writing made will be better.

a. **The Solution to Overcome Students' Difficulty in Determining Topic.**

Determining the topic is the first step in writing a text, not least in writing a hortatory exposition text. By determining the topic, the writer can determine the scope of the idea to focus more on one point of the problem. The choice of topic will affect the overall content of the text. The writer are expected to choose a topic according to their insight and knowledge. The topics that can be chosen in the

hortatory exposition text are topics that are currently being discussed so that they can invite readers to explore and respond to these problems.

In the process, it turns out that some students still have difficulty in determining the topic. One of the factors that influence these problems is the lack of insight and knowledge that students have. In addition, it is possible that the teacher does not provide examples or stimuli, and so on. To help overcome this kind of difficulty, there are several ways or strategies that can be done, namely by reading more references and also exchanging opinions with friends.

It is suitable with the result of interview with the students in the question about what is the solutions to overcome the problem in determining topic. Fenita Yosi gave an answer that:

I used to look for references on google or ask teachers and friends.[66]

This can be clarified that students can exchange ideas with other friends to help them increase their knowledge so that they can easily determine the topics to be discussed.

The English teacher of the class, Mrs. Yuli, also added that:

I give a stimulus to the children in the early stages of entering the material in the form of general knowledge. It makes their minds develop, and the material is easily understood.[67]

As in theory stated by Tri Priyatmi, in determining the topic for their writing, students can brainstorming or exchangeing opinions with friends. This aims to find as many themes/ideas without having to arrange them first. The organization can be done after all the ideas have been collected. Students can do this activity individually or in groups. The exchange of opinions can start from the issues that are currently being discussed.[68]

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[66] Look at Interview Transcript 01/W/15-3/2022 at Appendix

[67] Look at Interview Transcript 11/W/24-3/2022 at Appendix

[68] Tri Priyatmi Endah, *Bahasa Dan Sastra Indonesia* (Jakarta: PT. Bumi Aksara, 2004), 186.

In sum, to help students overcome in the difficulty of determining a topic, they can brainstorming or exchanging opinions with friends to find as many themes/ideas without having to arrange them first.

b. The Solution to Overcome Students' Difficulty in Arranging An Effective Sentence.

Writing activity can be said as an activity to express ideas in an article. The writer must be able to explain the main idea in the text to convey the aims to the reader. Writers need a series of words and sentences that are coherent so that readers can understand the text easily.

After analyzing the difficulties of students in class XI MIPA 7 in writing hortatory exposition text, the researcher found that some students still had difficulties arranging sentences because of their lack of vocabulary. If students lack mastery of vocabulary, the text they make becomes convoluted, there is some repetition of words that make the sentence less effective, thus lowering the quality of the text.

In an effort to solve the problem, a student named Tyas Ayu Melansari said:

I usually look for references and then read them. I look for difficult words and then search for the meaning. That will help me to increase my vocabulary.[69]

According to Nadia Balqis, several solutions that can be applied include: encouraging and motivating oneself, practicing, listening to conversations, talking with friends, and using synonyms and antonyms.[70] The theory is suitable enough with the effort that has been conduct by the student.

Another student, Intan Tanjung, also said:

When I was confused in composing words, I tried to understand the material conveyed before. This helps me in knowing what exactly I am going to make. I searched for the examples on the internet and then compiled them little by little.[71]

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[69] Look at Interview Transcript 02/W/15-3/2022 at Appendix

[70] Nadia Balqis, "Students' Problem in Building Up English Vocabulary," *Ar-Raniry State Islamic University Darussalam – Banda Acehdarussalam – Banda Aceh* (Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2018), 53.

[71] Look at Interview Transcript 04/W/15-3/2022 at Appendix

Those methods can be used as an option because it relates to the psychology of students. Students must have solid intentions and motivation within themselves to genuinely learn vocabulary. After that, students are required to practice so that their abilities increase.

In this case, it can be concluded that to help students with difficulties in arranging effective sentences, they need to master vocabulary. Mastery of vocabulary can be done by encouraging and motivating oneself, practicing, listening to conversations, talking with friends, and using synonyms and antonyms.

c. **The Solution to Overcome Students' Difficulty in Developing Sentences**

In starting or carrying out a writing process, a writing stage is needed. The writing stage must be carried out with all writing skills, arts, tips, and other abilities that are carried out systematically and effectively. Thus, these activities take place effectively and also produce good results.

One of the stages in writing that the writer passes is the stage of making. At this stage, the writer has started to develop the writing outline into a rough draft of the writing. In this process, the writer will begin to prioritize the content rather than the writing style so that all thoughts, ideas, and feelings can be put into writing.

In the making stage, the researcher found that some students in class XI MIPA 7 had problem to developing sentences while writing hortatory exposition text. From the result of interviews, students stated that they were confused about making the following sentence to make it a coherent paragraph. In order to facing the problem, several students applied some ways to overcome it. As said by Wafi Abidah that:

> Before making a full text, I usually write the main sentences first in rough form. After that, I looked for additional knowledge on the internet to make the supporting sentences.[72]

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[72] Look at Interview Transcript 05/W/15-3/2022 at Appendix

In addition, besides having solutions for the students themselves, the teacher also gave several ways to overcome students' problems, as in the results of the interview explained by Mrs. Yuli below:

> In learning process, I used to apply appropriate learning method and additional media to support learning so that students could understand the material more easily. It encourage them to minimalize the difficulties.[73]

From both of the result of the interview. It can be concludes that they use a method to help them overcome the difficulty in developing sentences. The use of method in learning process is suitable with the theory from Rahmawati and Hari Wahyono. It said that there are several ways can be done to help learners in writing a text: using the Drafting Strategy and the Main Word Strategy.[74]

The first is using Drafting Strategy. In the drafting stage of writing, a student builds a more unified narrative and explores their topic, guided by purpose, audience, genre, and substance. Students can use drafting to extend, clarify, and revise their initial plans and ideas, as well as to organize their information into a logical flow. Drafting is an iterative process that involves repeatedly drafting and redrafting material. Students' writing develops as a result of this process, becoming stronger, clearer, and more structured.

The second is using Main Word Startegy. The main word is a word that is found in the main idea of a sentence main. It can be seen from the building elements paragraph. A good paragraph is a cohesive and coherent paragraph with unity ideas and coherence between sentences. The unity of an idea can be shown by the main sentence with an idea main. The use of the main word strategy was found to be successful in helping students in the process of developing sentences. It can be proven in the results of previous research, which states that learning to write

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[73] Look at Interview Transcript 11/W/15-3/2022 at Appendix

[74] Erva Agua Rohmawati and Hari Wahyono, "Strategi Kata Utama Dalam Pembelajaran Menulis Teks Eksposisi Di Sma N 3 Magelang," *Indonesian Journal of Education and Learning* 3, no. 2 (2020): 360.

expository texts using the main word strategy can help students create and develop sentences into a unified and coherent paragraph.[75]

The conclusion that can be drawn is that some students of class XI MIPA 7 SMAN 3 Ponorogo are still struggling in developing sentences when writing hortatory exposition text. It causes the sentences and paragraphs to lack cohesion and coherence. However, this can be overcome using the Drafting Strategy and the Main Word Strategy.

d. **The Solutions to Overcome Students' Difficulty in Arranging Sentences with The Suitable Grammar**

Students commonly struggle with grammar and vocabularies when it comes to writing skills—students who struggle with writing skills typically lack vocabularies and grammatical understanding. Good writing, according to Wigati is dependent on how well we organize our sentences.[76] This problem is also found in students when writing hortatory exposition text. The interview results stated that they felt confused in determining which grammar was following the sentence made.

Here there are some ways to which implemented by the students to giving solutions in overcomes the difficulty in using suitable grammar. As the student named Ukwan said:

I often use methods such as saving lots of reading sources from both social media and printed media that are in English language.[77]

From the interview above, we can conclude that he mostly learn English from the external source like social media. From that, he will add his vocabulary also knowing the commonly grammar that used with the correct grammar. Another students also added:

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[75] Rohmawati and Wahyono, 303.

[76] Wigati F.A., "Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Profiency Levels Yang Berbeda," *Jurnal Ilmiah Solusi-Google Nggoleki* 1, no. 3 (2020): 46–61.

[77] Look at Interview Transcript 09/W/24-3/2022 at Appendix

I practice a lot, listen to conversations in English, listen to songs in English and so on.[78]

The researcher found solutions that students could apply to help them overcome grammar problems that appropriate with the result of the interview. J. Lee said in his journal that Reading English journals or articles could help students increase their knowledge of grammar.[79] Apart from Reading English journals or articles, students can also apply several methods such as jotting down the unknown words, learning English using Google, learning English through social media, and reading English journals. Students can also listen to the conversation in English movies, sing English songs, join English courses, make an imitation, and practice English writing and speaking skills.

C. Discussion

In this section, the researcher focuses on discussing the analysis result related to the statement of the research problems. They are the description of the students' ability in writing hortatory exposition text, the description of the students' difficulties in writing hortatory exposition text, and the description of the solutions to overcome students' difficulties that have found. The discussion is clarified as follows:

1. The Students' Ability in Writing Hortatory Exposition Text

Ability is the capability to accomplish something. The ability to compose written messages in such a way that the reader understands the meaning is referred to as writing ability. [80] It is necessary to be able to write text in order to arrange suitable written material for the readers. The written results show the students' writing skills.

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[78] Look at Interview Transcript 08/W/17-3/2022 at Appendix

[79] Lee J., Schallert D.L., and Kim E., "Effects of Extensive Reading and Translation Activities on Grammar Knowledge and Attitudes for EFL Adolescents" 52 (2015): 38–50.

[80] Barley Bram, *Write Well* (Yogyakarta: Kanisius, 1995). 7

In this study, the researcher wanted to know the students' ability to write hortatory exposition text. According to Djuharie, a hortatory exposition text is a written text that aims to share ideas and persuades readers to agree or disagree on something.[81] Researchers took data in the form of documents to analyze students' abilities, namely hortatory texts made by students.

The researcher analyzed the students' abilities from the quality of the writing they made. The researcher computed students' writing results using Heaton's analytical scoring, which uses five aspects of writing: content, organization, vocabulary, language use/grammar, and mechanic.[82] To determine the students' ability level, the researcher determined using the standard taken from the average score by Putra.[83]

Based on the students' scores in writing, it can be concluded that students have an average level of ability. It can be proven that the largest number of the students are on the Average level. It is at 16 out of 36 students who scored 71-81 (47%). It followed by 8 students (23%) got score 61-70 (poor), 5 students (15%) got score 81-90 (very good), 5 students (15%) got score below 60 (very poor).

Next is the analysis of students' abilities in every aspect of content, organization, vocabulary, grammar, and mechanics. Calculated from five aspects, the average student has the ability at the Good average level, that are in the aspect of content, organization, and mechanic. Meanwhile, in the other two aspects, namely vocabulary and language use/grammar, the average student's ability are at the Fair to poor level. It can be conclude that students still have difficulties in developing sentences and applying appropriate grammar.

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[81] Djuharie, *Genre*.

[82] J. B. Heaton, *Writing English Language Test*, vol. 18 (United States of America: Longman Group UK, 1998),

[83] Putra, "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu , Indonesia."

2. The Students' Difficulties in Writing Hortatory Exposition Text

Writing is a kind of verbal communication that is necessary in today's world. Writing allows people to transfer and communicate their knowledge and information. Writing is a difficult ability to acquire since it requires the capacity to generate and organize thoughts into a readable text.[84] It indicates that writing is a tool for us to express ourselves through language. The concept, feeling or opinion produced based on the writer activity was done. It is also a physical and mental activity that supports the writer in putting thoughts into meaningful expressions.

Students of senior high school should be able to write a text. Many kinds of text are learned in English subject. There are 12 genres of text that should mastered by the senior high school students; narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. Genre of text that should to be learn for students in Senior High School such as narrative, recount, descriptive, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.[85] For all the kinds of text, the students in second level of senior high school have to learn exposition text.

When learning to write hortatory exposition texts, sometimes students have difficulty either in grammar or developing sentences. As a form of evaluation of the English teacher or learner, the researcher tried to determine what difficulties students faced in writing hortatory exposition texts. According to Asriani Hasibuan, the difficulties that commonly faced by students in writing especially in writing hortatory exposition text such as the difficulties in using grammar, other students' problems are to conduct the content, organization and the utilization the vocabulary.[86]

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[84] Richards J.C. and Renandya W.A., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2001), 303.

[85] Sagala, "Administrasi Pendidikan Kontemporer."

[86] Asriani Hasibuan, Gabby Maureen Pricilia, and Novita Mayasari Aritonang, "An Analysis Of Students ' Difficulties In Writing Hortatory Exposition Text Ability (A Study at the Eleventh Grade

Based on the results of observations and interviews with several students and English teachers. Researchers found some difficulties faced by students when writing hortatory exposition texts. These problems include: determining topic, arranging an effective sentences, developing sentences, and stringing sentences with the suitable grammar.

The pre-writing stage is the stage that is carried out before writing the text. This pre-writing stage consists of planning, such as determining the topic of discussion. Determining and setting a topic is an important first step because there is no writing without something to be written. The first problem faced by the writer in formulating the theme of an essay is the topic or subject of discussion.[87] Determining and placing this topic requires skill or knowledge, or sincerity.

Many students think the determining topic is easy to be mastered. In fact, some students still get struggle while choosing it. It is because they do not understand the text that will be made. Understanding a text is important because it will guide us in how we will write the text itself. Sometimes the teacher also gives assignments with a predetermined theme. The minimum student knowledge causes students to have trouble choosing a topic from a predetermined piece.

After the pre-writing stage, the writer can proceed to the next stage, namely the writing stage. At this stage, the writer begins to compose words from the main ideas they have made. They should master enough vocabulary to be able to arrange words so that they become effective sentences. In compiling words, they must also prepare diction or word selection. Diction is the selection of words to express ideas or ideas or feelings[88], and its function is to beautify the sentences made.

Students of SMA Negeri 1 Pinangsori in 2018 / 2019 Academic Year)," *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 3, no. 1 (2020): 47–67.

[87] Keraf Gorys, *Komposisi Sebuah Pengantar Kemahiran Bahasa* (Flores: Nusa Indah, 1993), 126.

[88] Achmadi Muchsin, *Dasar-Dasar Komposisi Bahasa Indonesia* (Malang: Yayasan Asih Asah Asuh Malang., 1990), 33.

For the second problem, it can be found that students still have difficulty in arranging words and choosing dictions. It can be proven by the result of students' interview and the analysis of text they have made. Some of the students' hortatory texts still contain less effective sentences. It could be because they translate directly using the translator feature, even though the results are not always accurate. The factor that causes is the lack of vocabulary owned by students. As a result, the text made by them are becomes less effective and not clear enough.

Besides the difficulty in determining the topic and arranging words, it was found that the students also hard to develop sentences. At first, students can make the main sentence, but sometimes they feel confused when making supporting sentences. According to Morgan, students are going to stuck when they want to begin their writing of the first idea or topic, they are confused to write the thesis statement that can be in the first or last sentence of the paragraph. They must consider to what the audience or reader who will read their essay also the purpose of the essay. They are mostly in fear or failure while writing because of how they express their idea. The evolution of paragraph writing is intimately related to the unity and coherence of writing, so the writers are also required to be able to create cohesive and coherent paragraphs. [89] If students find difficulties in developing sentences, the sentences and between paragraphs will be lack cohesion and coherence.

The last, when writing a text, especially in this research, which focuses on a hortatory exposition text, students need an understanding of the use of proper grammar. Hortatory exposition text has a language features that uses the simple present tense, passive voice, and conditional sentences.[90] After analyzing the results of student interviews, it can be concluded that students are still confused about the correct grammar. The factor that

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[89] Zulfa, Nanning, and Mujahidah, "Students' Ability in Developing Sentences in English Paragraph Writing," 2005, 39–46.

[90] Kurikulum 2013, *Belajar Praktis Bahasa Dan Sastra Inggris* (Viva Pakarindo, 2022), 50.

causes is students' lack of memorization, and they are unable to distinguish the use of tense. In this situation, if students cannot use grammar correctly, then the quality of their writing will decrease and makes the text less clear.

Based on the discussion results above, it can be concluded that students still face some difficulties when writing hortatory exposition text. These difficulties include difficulty determining topics, arranging words into a compelling sentence, developing sentences, and arranging sentences into proper grammar. Hence, it is necessary to take action to overcome it. The teacher should start to find out the causal factors and the efforts that can be made to help students improve their writing skills, especially writing hortatory exposition text.

3. **The Solutions to Overcome Students' Difficulties in Writing Hortatory Exposition Text**

Writing, along with listening, speaking, and reading, is regarded as one of four integrated skills in mastering English.[91] Among those four skills, writing has the important role as a tool which used for conveying and demonstrating what students know. It helps the students to communicate effectively in and out their school.

Besides to its important role, writing is widely regarded as a difficult skill to master.[92] That means students need more intensive learning in learning it. In writing material, students usually learn types of texts such as narrative, recount, descriptive, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.[93]

For all kinds of text, the students in the eleventh grade of senior high school, especially at SMAN 3 Ponorogo, have to learn hortatory exposition text. Kartika, in her

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[91] Yaholil Mustapa and Rusdi Noor Rosa, "Using Freewriting Technique in Teaching Writing," *English Language Teaching* 1, no. 2 (2013), 1.

[92] Ashrafiany, Hasanudin, and Nonny Basalama, "The Students' Writing Difficulties in Writing An Essay Based on Cognitive Process," n.d., 61–69.

[93] Syaiful Sagala, "Administrasi Pendidikan Kontemporer," *ESP Material Development* 44, no. 2 (2012), 2.

journal, said hortatory exposition is a text in which the writer uses thorough explanations to persuade the reader that something should or should not be done.[94]

In the learning process at SMAN 3 Ponorogo, students were given complete material on hortatory exposition text. After that, the teacher gives the task of making a hortatory exposition text. Researchers analyzed the results of student work for further analysis. From the results of data analysis, the researchers found that students faced several problems in writing hortatory texts, such as difficulties in determining topics, composing sentences, developing sentences, and using appropriate grammar.

To respond about that, teacher and students have some solutions to help students themselves in overcome the problem of writing hortatory exposition texts. From the result of interview and analysis from researcher, several ways can be applied. Such as increasing reading, implementing drafting strategies, taking English classes, and so on. In this discussion, the researcher explains the efforts that can be implemented according to the difficulties faced by students.

The first solution is brainstorming and exchanging opinions. This method can overcome students' problems in determining the topic of discussion. As in theory stated by Tri Priyatmi, students can brainstorm or exchange opinions with friends in determining the topic for their writing. It aims to find as many themes/ideas without arranging them first. The organization can be done after all the ideas have been collected. Students can do this activity individually or in groups. The exchange of opinions can start from the issues currently being discussed.[95] Here the teacher can also provide a stimulus at the beginning of the lesson with stories or information about current issues to increase student insight.

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[94] Kartika Dewi, "The Students' Difficulty in Writing Hortatory Exposition Text At the Elevent Grade of SMA N 10 Jambi" 20, no. 3 (2020), 758.

[95] Tri Priyatmi Endah, *Indonesian Language and Literature* (Jakarta: PT. Bumi Aksara, 2004) , 186.

The second solution is an effort to overcome students who have difficulty arranging words into one effective sentence. Usually, this is caused by the lack of mastery of students in vocabulary. Efforts that can be made so that students can increase their vocabulary are by encouraging and motivating themselves, practicing, listening to conversations, talking with friends, and using synonyms and antonyms.[96] This method can be used as an option because it relates to the psychology of students. Students must have solid intentions and motivation within themselves to genuinely learn vocabulary. After that, students are required to practice so that their abilities increase.

The third solution is that students can use the Drafting Strategy and the Main Word Strategy. Both strategies can be used to overcome students' problems in developing sentences. From the result of the interviews, students stated that they were confused about making the following sentence to make it a coherent paragraph. Both strategies can be used because they help the writer build the elements in a text to be written.

In the drafting stage of writing, a student builds a more unified narrative and explores their topic, guided by purpose, audience, genre, and substance. Moreover, the use of the main word strategy was found to be successful in helping students in the process of developing sentences. It can be proven in the results of previous research, which states that learning to write expository texts using the main word strategy can help students create and develop sentences into a unified and coherent paragraph.[97]

The last solution is an attempt to overcome students' difficulties in using appropriate grammar. Students can apply several methods, such as Reading English journals or articles. Students can also apply several methods such as jotting down the unknown words, learning English using Google, learning English through social media, and reading English journals. J. Lee said in his journal that Reading English journals or articles could

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[96] Nadia Balqis, "Students' Problem in Building Up English Vocabulary," *Ar-Raniry State Islamic University Darussalam – Banda Acehdarussalam – Banda Aceh* (Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2018).

[97] Rohmawati and Wahyono , 303 .

help students increase their knowledge of grammar.[98] Meanwhile another way is the ways that most students usually do to increase their understanding of grammar.

In the end it all depends on the teacher and students in the classroom. It is hoped that all of them apply existing efforts to help overcome difficulties and develop students' writing skills.

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[98] Lee J., Schallert DL, and Kim E., "Effects of Extensive Reading and Translation Activities on Grammar Knowledge and Attitudes for EFL Adolescents" 52 (2015): 38–50.

CHAPTER V

CLOSING

This chapter consists of the conclusion of the research and suggestion. Here, the researcher concludes about the data that has been analyzed: the ability of students to write hortatory expositions, students' difficulties when writing hortatory expositions, and the solutions to overcome them. The researcher also gives suggestions for the school, the English teacher, and the students. Both are written as below:

A. Conclusion

This research aims to analyze the students' abilities, difficulties faced by students, and the solutions to overcome the problems in writing hortatory exposition text by the eleventh-grade students of SMAN 3 Ponorogo 2021/2022 academic year. The data were obtained from the documentation, student and teacher interviews, and classroom observations. The results of data analysis are used as answers to the formulation of the problem in this study.

Based on the data were described previously, the researcher conclude that students' ability in writing hortatory exposition text were in average level of ability. The students' scores can prove it at the average level at most. Even so, it is known that students still have difficulties in writing hortatory exposition texts. These difficulties are experienced by students when students have to determine topics, arrange words to be effective, develop sentences, and also put sentences in proper grammar.

There are several solutions that students and teachers can make to overcome these problems. The teacher can recommend some strategies such as Drafting Strategy and Main Word Strategy. In addition, students can also try on their own such as applying the brainstorming method and exchanging ideas with other friends. Not only that, students can make several efforts, such as encouraging and motivating themselves,

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practicing, listening to conversations, talking with friends, and using synonyms and antonyms. Reading references such as journals and articles in English is also needed to increase vocabulary. Here the roles of teachers and students are interrelated with each other. And there needs to be support from both parties so that learning runs effectively and becomes even better.

B. Suggestion

In related with the discussion of research findings in this study, the researcher presented several recommendations as following:

1. For the English Teacher

    Since the students have difficulties in writing English text, the teacher should give more attention and motivation to students so that they will practice their ability in writing, especially in writing hortatory exposition. Moreover, the teacher could implement the strategies related to improving students' writing skills.

2. For the Students

    The researcher suggests the students to be more active and excited during the learning activity to help them understanding the material given. Students should also be accustomed to practicing writing in their spare time. Those can help students improve their ability to write English text.

3. For Further Researcher

    After reading this thesis, the researcher hopes that the other researcher can take the information inside it. It is also expected to help teachers and learners find strategies and media that can increase and solve the students' problems in writing text.

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