Students' Difficulties in Comprehending Hortatory Exposition Text at SMAN 1 Luhak Nan Duo Pasaman Barat

Niken Safitri[1], Yetty Zainil[2]

[1]English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang
[2]English Language and Literature Department, The Faculty of Languages and Arts, State University of Padang
Correspondence Email : nikensafitri045@gmail.com , yettizainil@fbs.unp.ac.id

Article History	Abstract
	This research was aimed to find out the students' difficulties in comprehending hortatory exposition text at SMA N 1 Luhak Nan Duo. The subject of this research was the third year students of SMA N 1 Luhak Nan Duo. Out of 270 students, 20% of them were chosen to be the sample by using the cluster random sampling technique. The data were collected by using a reading test and interview guideline. The results of this research show that from 162 total frequent for each indicator, the highest percentage made by the students was in identifying language feature question. There were 96 total difficulties with the percentage 59.26% of identifying language feature. While the lowest percentage made by the students was in identifying thesis statement questions. There are 76 total difficulties with the percentage 46.91% of identifying the thesis statement. Related to the cause of difficulties, it was the language factors that students difficult to understand the long sentence in the text, the students difficult to understand vocabulary in the text, and the last factor was the lack of reading strategies. It can be concluded that the students of SMAN 1 Luhak Nan Duo find it difficult in comprehending hortatory exposition text. It proves that more than 50% of students cannot answer the question of hortatory exposition text correctly. It caused the student difficult to understand the long sentence in the text, difficult to understand the vocabulary in the text and also the lack of reading strategies itself.

How to Cite: Niken Safitri & Yetty Zainil. (2020). Students' Difficulties in Comprehending Hortatory Exposition Text at SMAN 1 Luhak Nan Duo Pasaman Barat. Journal of English Language Teaching, 9. (4): pp. 750-758. DOI: 10.24036/jelt.v9i4.110559

INTRODUCTION

Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. When we hear about reading, it is always about a text, we get so much information from the text we read. It is supported by Nunan (2003) mention that reading is a process do by the readers in combining information by a text and also their background to build the meaning of the text. Reading also defined as an essential skill for the English students because they must have the ability to comprehend the text by the teacher to the students. By having the ability of reading, it will be easier for the students to know reach the meaning of the text they have read. Reading is not alsways about people knowledge, but it is about people ability in thinking (Harrison, 20014). The general purpose by learning it is to comprehend what they have read. Comprehension is the process of understanding ideas from the text itself. The main goal of reading is comprehension of what have read. Reading comprehension is not just to understand the meaning of each word or sentence, but to understand what the whole text is about. By reading the text, the students have to know detailed information in the text. According to RAND Reading Study Group (2002) talked that comprehension is a process of getting the meaning by interaction and involvement with written language. Therefore, reading comprehension is a huge process to classify and understand the genre or a process of making meaning from the text itself. Kintsch (1998) and van Dijk and Kintsch (1983) discuss about reading comprehension, they said that reading comprehension is the process of creating meaning from text. Similarly to this, Katims (1997) suggests that if reading without comprehension is worthless for students.

In term of understanding reading comprehension, many students had difficulties in comprehending English text, especially for the third year students of SMA N 1 Luhak Nan Duo. They faced difficulties in comprehending one of the genres of text. According to Gerot and Wignell (1994, p. 194), there are thirteen genres. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote. Among the texts, some of them have been taught since junior high school based on school's curriculum. One of them is exposition text. There are two types of exposition text, they are analytical exposition and hortatory exposition (Rosa et. al, in Idriani, 2005).

In this research, the researcher focuses on one that is hortatory exposition text. The students of SMA N 1 Luhak Nan Duo faced the difficulties in comprehending hortatory exposition text. It can be seen from the score the students got for hortatory exposition daily test. Generally, the students' score are just standard boundaries that are around seventy. Besides, based on the interview with the English teacher at SMA N 1 Luhak Nan Duo, the teacher informed that most of the students were not motivated in reading the hortatory exposition text. It seemed that the students could not comprehend the English texts easily. The researcher also interviewed one of the students at third grade and asks about hortatory exposition. She said that she did not really care with English subject, especially hortatory exposition text. She said

hortatory exposition text is difficult to understand. Based on this information, the researcher is interested to further research the students' difficulties in reading hortatory exposition text at SMA N 1 Luhak Nan Duo. Hortatory exposition text is a text that functioning to persuade the reader that they should or not does something. There are three generic structure of hortatory exposition text, first thesis statement, where thesis defined as the issue of the text. Second, argumentation. Argumentation contains the reasons the reader of doing something or argumentation is the options that support the main idea of the text. Last, a recommendation is the conclusion of the text. The recommendation contains the idea that should be done by the reader itself. Hortatory exposition text also contains social function. The social function of the text is to persuade the readers should or should not do something (Siahaan & Shinoda, 2008). The hortatory exposition focuses on a human and nonhuman participant, use mental processes, material processes, and relational processes. There are some language features of hortatory exposition text, such as using simple present tense, using connective, using thinking verb, using action verb, etc.

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

METHOD

The research was descriptive research which mixes the quantitative and qualitative method (mixed-research method). It was conducted in SMAN 1 Luhak Nan Duo. The subject of this research was the third grade of science and social program. There are 270 students as the population of this research, which 20% of them were chosen as the sample of this research using a simple random sampling technique. There were two classes taken randomly by using a lottery system. The class chosen were XII IPA 1 and XII IPS 3. To collect the quantitative data, the researcher used a reading comprehension test, while to collect the qualitative data, the researcher used interview guidelines. The test was given in the form of multiple choices, which included 15 questions. The question from the test was based on the aspect of hortatory exposition text. The aspect itself identifies thesis statement, identifies argumentation, identifies recommendation, identifies social function, and identifies language feature. The test was given through Google Form, then the time given to do the test is 30 minutes.

For qualitative data, the interview guideline was used in this research. An interview is one of the collecting data techniques in qualitative research. In this study, the researcher will use open-ended questions test's wrong answer to find out. Some questions will be asked to the students based on the wrong answer of the test to find out the factors that cause difficulties in comprehending reading text. The researcher will adopt 12 students which are the lowest score in the test to be in interview. The researcher thinks it is enough 12 students to be in the interview because the limit of time. There are five questions that should be answered by the students. The researcher will interview personally the student one by one through via Whatsapp about five to ten minutes, because the situation right now is not possible to do the interview directly. The data were analysed quantitatively and qualitatively. The researcher used a formula by Sudijono to get the percentage of each indicator. The researcher analysed the data by using Microsoft Excel 2010.

RESULT AND DISCUSSION
Research Finding

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

Table 4.2 classification of students' difficulties

No	Indicators	Wrong Answer			Total
		Text 1	**Text 2**	**Text 3**	
1	Thesis	24	25	27	76
2	Argumentation	35	19	32	86
3	Recommendation	24	32	27	83
4	Language Feature	24	35	37	96
5	Social Function	32	39	23	94

Considering the problems, most of the students get the difficulties caused by the students did not really like reading. They even did not know the use of reading strategies. The lack of vocabulary also causes the difficulties in reading comprehension itself. Then, other problem or difficulty that also were caused the students' comprehension on reading hortatory exposition text was their ability to recognize the indicators of hortatory exposition text. The indicators were thesis statement, argumentation, recommendation, social function and language feature.
The finding of this research shown that the students had difficulties in identifying thesis statement 76 difficulties (46.91%), followed by identifying argumentation 86 difficulties (53.09%), then identifying recommendation 83 difficulties (51.23%), followed by identifying social function 94 difficulties (58.02%), and last one identifying language feature 96 difficulties (59.26%). From the finding, it could be seen that the highest and lowest difficulties are identifying language features (59.26%), and identifying the thesis statement (46.91%).

a. **Students' Difficulties in Answering Thesis Statement Question**
Table 4.4 Answering thesis statement question

Indicators	Incorrect Answer			Total	Total frequency of incorrect answer (54)
	Text 1	**Text 2**	**Text 3**		
Thesis	24	25	27	76	162

The table above it shows that there are 24 students who cannot answer the first question of the thesis statement question, 25 students who cannot answer the second question, and 27 students who can answer number three. Therefore there are 76 total incorrect answers made by the students in identifying the thesis statement question. From 76 totals incorrect answer, there are 27 students cannot answer the question which is the hard question for the student. The question was, "what is the issue of the text". Most of the students cannot answer this question correctly. The researcher calculates the percentage of difficulties as 46.91%.

b. **Students' Difficulties in Answering Argumentation Question**
Table 4.5 Answering argumentation questions

Indicators	Incorrect Answer			Total	Total frequency of incorrect answers (54)
	Text 1	**Text 2**	**Text 3**		
Argumentation	35	19	32	86	162

Based on the table above, it shows that 35 students cannot answer the first question, 19 students who cannot answer the number 2, and 32 students who cannot answer question number 3. Therefore total incorrect answers made by the students is 86 in identifying argumentation question. Form 86 incorrect answers, there are 35 students cannot answer this question correctly, which is the most difficult question for the student. The question was "what is the second argument of the text". Therefore the calculation percentage of difficulties for each question percentage as 53.09%

c. **Students' Difficulties in Answering Recommendation Questions**
Table 4.6 Answering recommendation questions

Indicators	Incorrect Answer			Total	Total frequency of incorrect answers (54)
	Text 1	**Text 2**	**Text 3**		
Recommendation	24	32	27	83	162

From the table above, it could be seen there are 24 students cannot answer the first question of recommendation question, then there are 32 students who cannot answer the second question recommendation question correctly, and there are 27 students cannot answer the third question of recommendation question correctly. Therefore, there are 83 total incorrect answers made by the students in identifying the recommendation question. From 83 incorrect answers, the most difficult question for the student was the second question. It was "what is the recommendation of the

text". Therefore the total percentage of recommendation question calculates as 51.23%.

d. Students' Difficulties in Answering Language Feature Questions
Table 4.7 Answering language feature questions

Indicators	Incorrect Answer			Total	Total frequency of incorrect answers (54)
	Text 1	Text 2	Text 3		
Language Feature	24	35	37	96	162

From the table above, it indicated that there are 24 students cannot answer the first question of language feature correctly. Then, there are 35 students cannot answer the second question correctly, and 37 students cannot answer the third question of the language feature question correctly. Therefore, there are 96 total incorrect answers made by the student in identifying the language feature question. From 96 incorrect answer, most of the students difficult to answer the question like "Second, it is obvious that once you exercise you will have a better condition "The word "Second" above is part of what". Therefore the researcher calculates the total percentage of language feature question as 59.26%.

e. Students' Difficulties in Answering Social Function Questions
Table 4.8 Answering social function questions

Indicators	Incorrect Answer			Total	Total frequency of incorrect answers (54)
	Text 1	Text 2	Text 3		
Social Function	32	39	23	94	162

From the table above it shows that there are 32 students who cannot answer the first question of the social function question. Then, there are 39 students cannot answer the second question of the social function question correctly, and 23 students cannot answer the third question of the social function question. Therefore, the total wrong answer made by the students is 94 in identifying the social function question. From 94 total incorrect answers, the most difficult questions for the student were "what is the purpose of the text". Therefore the calculation of the percentage of social function as 58.02%.

To make clear to see the total percentage of each indicator, the table below will help:

No	Indicators	Total difficulties	Percentage
1	Language feature	96	59.26%
2	Social function	94	58.02%
3	Argumentation	86	53.09%
4	Recommendation	83	51.23%
5	Thesis	76	46.91%

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

Discussion

The researcher found that there are (46.91%) of the students who have difficulties in answering questions to look for the thesis statement. There are (53.09%) of the students who have difficulties in answering question items for the identifying argumentation. There are (52.23%) of the students who have difficulties in answering the questions of identifying recommendation. Then there are (59.26%) of the students who have difficulties in answering the question of identifying language features. Lastly, there are (58.02%) of the students who have difficulties in answering the questions of identifying social function. From all hortatory exposition text indicators, the most difficult indicator the students faced in comprehending hortatory exposition text is identifying language features (59.26%).

After categorizing the students score, the researcher concluded that the student of SMAN 1 Luhak Nan Duo Pasaman Barat, faced difficulties in comprehending hortatory exposition text. The researcher identified the cause of difficulty the students faced in comprehending hortatory exposition text through the mistakes that they had done on their test by doing interview with twelve students who got the lowest score on the test. The researcher did an interview with the students about five to ten minutes to ask a question about the hortatory exposition itself. Open-ended questions were freely given to the students.

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

First, students' difficulties in understanding a long sentence in the text, made them hard to understand the meaning of the material or sentence when they read the text. The student needs more time to look for the correct answer because they needed to use the dictionary to search for the meaning. The student of SMA N 1 Luhak Nan Duo said that reading in English is difficult, and they said English is not their first language. When the students were not interested in the materials, it caused them to have difficulty in absorbing the materials.

Second, the students had difficulty in understanding vocabulary. The students cannot understand what the text is about because they did not know its meaning. The researcher found students of SMA N 1 Luhak Nan Duo knowledge about vocabulary is low. It was sometimes difficult for them to catch its meaning that make them ignore the word they did not know its meaning.

The third is the students' lack of reading strategies. In comprehending a text, the students of SMA N 1 Luhak Nan Duo do not really understand the use of reading strategies. When reading a text, they did not use any strategy to comprehend a text. Reading strategies is one of the important elements in reading comprehension.

CONCLUSION

Based on the findings and discussion presented above, it can be concluded that the students of SMAN 1 Luhak Nan Duo have difficulties in comprehending hortatory exposition text. It proves that there are more than 50% students who have difficulties in comprehending hortatory exposition text. The results of this research shows that from 162 total frequent for each indicator, the highest percentage made by the students was in identifying language feature question. There were 96 total incorrect answers (59.26%) of identifying language feature. While the lowest percentage made by the students was in identifying thesis statement question. There were 76 total incorrect answers (46.91%) of identifying thesis statement.

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

Based on the conclusion above, it is suggested for the English teacher in SMAN 1 Luhak Nan Duo to teach more about the hortatory exposition text by focusing on language feature. It is because based on the research finding shows that the most difficult point that students faced is in identifying language feature with total percentage 59.26%. Moreover, for the students it is suggested to be more focus in learning about vocabulary itself, and keep using any kind of reading strategies as better as possible. The learners also need to expose more to the exercise related to the English reading practice at school or at home.

REFERENCES

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

Habibullah, M. (2012). *Techniques in Teaching Reading Comprehension*, Vol. 2, No. 7, OKARA, p. 222-228.

Hidayati, D. (2018). *Students Difficulties in Reading Comprehension at the First Grade of Sman 1 Darussalam Aceh Besar*: Islamic University.

Hidayati, D. (2018). *Students Difficulties in Reading Comprehension at the First Grade of Sman 1 Darussalam Aceh Besar*: Islamic University.

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

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

Sari, Y.K. (2017). *An Analysis of Students' Difficulties in Comprehending English Reading Text on the Mts Negeri Mlinjon Klaten in Academic Year 2016/2017*: State Islamic Institute of Surakarta.

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

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

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