



# **An analysis of the writing capacity of the students in Hortatory Exposure Text at First semester of the year English Study Program of the Counseling and Education Faculty**

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## **Abstract**

The aim of this research is to: 1) The students' ability to write text in hortatory exposures in the first semester of Nadhlatul Ulama Sunan Giri Bojonegoro English program; 2) the difficulties that students experience with the writing of hortatory exposure texts in the first half of Nadhlatul Ulama Sunan Giri Bojonegoro University's English program. This is a mixed form of analysis, which incorporates qualitative and quantitative research. The research participants are 22 representatives from Nadhlatul Ulama Sunan Giri Bojonegoro University's first semester program in English. The data were collected through testing and observation. toryTest has been done to assess students' ability to write the hortatory exposure text and the difficulties encountered by students' ability to write the hortatory exposure text in the first semester of the program of the Nadhlatul Ulama Sunan Giri Bojonegoro University and to recognize all student behaviors or behaviours in writing hortatory exposure. Students had difficulties in the content around 48.70%, in the organization 40.13%, in vocabulary of 38.57%, in grammar around 34.29% and mechanics around 22.85%. This means that students must learn more about the text on hortatory exposure.

**Keywords:** hortatory exposure text; writing skill; analysis.

## **Introduction**

English is a language of globalization the foreign languages to be mastered. Mastered. English may be a bridge to connect with other citizens from various countries. In English literacy, there are four primary skills that must be mastered, that is, reading, Reading, listening, and talk. Mahu, (2012) notes that there are multiple learning and mastering advantages the following is English:

- a. English widens your understanding.
- b. English increases your understanding of your own culture.
- c. By mastering English, you will enjoy travelling more.
- d. Through English, you can discover entertainment from around the world.
- e. Speaking English is a tremendous asset for your professional career.
- f. By learning English, you develop life skills.
- g. Having an understanding of English as a foreign language helps your native language to develop.
- h. By learning and mastering English, you can make lifetime friendships.
- i. Speaking English can make you stand out when applying for higher education.

In addition, Reddy et al., (2016) claimed there are four explanations for learning English, for example, is very important:

- a. English may not be the most spoken language in the world, but it is the official language in a large number of countries.
- b. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce.
- c. Many of the world's top films, books and music are published and produced in English.
- d. Most of the content produced on the Internet (50%) is in English.

Writing is one of the most productive English skills to learn EFL students in Indonesia for written correspondence and academic writing, such as; letters, essays, documents, journals, newspapers, projects report, theses, etc. It reported that writing plays an important role in the development of languages for global information mediation (Fareed et al., 2016).

Any studies have been performed Realized to find out the writing problems of EFL students in Indonesia. Toba et al., (2019) discovered that Indonesian students had some writing problems like vocabulary, content, grammar, mechanics, and Organization. Organization. Rahmatunisa, (2014) stated that Indonesian students had three writing issue categories, namely Linguistics, psychological issues Cognitive disorders and problems. Husin & Nurbayani, (2017) further stressed that

the ideas of the writing of the students were not well developed, the basics. Grammar was not used correctly, and the ability to think critically remained poor. At the university level, the Students must be able to share their views and in the text to coordinate views well. It is more suitable if students are at learning how to organize a document well in the text of the hortatory exposure. First University semester, particularly at the English Study Program, in which students learn more about. Students must be able to enforce public policies to present reasons to persuade readers or Oral and written viewers. When is it? Students construct and write their claims in a text of hortory exposure and learn how to via their essays, persuade the readers.

Based on the above explanation, Writers want to do research on this topic "Writing skills of students in study Hortary exposure text at the beginning English education Research Semester Faculty of counseling and education. The writer wanted to do so." Check out the grades of the students' writing the text of hortary exposure so that the researcher was aware of the students' writing skills, in particular Text of hortatory exposure. Furthermore, the writers were interested in research writing problems for students Text of hortatory exposure. The prosecutor I wanted to know the reasons students with written issues text of hortatory exposure.

Tobergte & Curtis, (2013) said writing is a essential to communicate the message Readers. Readers. Mayers, (2007) said that Writing is a link with the other that use a non-verbal way. It is made up of 3 steps: 1) brainstorming and 2) the organisation of your ideas in decent paper paragraphs, and 3) The revision of paragraphs is improving. In Petty & Jensen, (1980) claimed the ability to write in line with what the writer would expect the readers know and expect that. Write is a process of thinking, feeling, and experience. This is an effective way to do this communicating with others, express yourself and explore the message's sense. Writing is a kind of fundamental part of performance process of learning, especially in writing method for revising students going back and forth in the process (Harris, 1969;Urquhart & McIver, 2005).

Based on the above description, is a means of communicating with others and they are able to get the message well. The writer will express himself by writing ideas, thoughts and feelings. Three critical aspects should also be considered Written, for example, 1) brainstorms and choosing concepts, 2) arranging ideas strong paragraphs, and 3) revision And they're editing to be better paragraphs.

Aspects according to (Harris, 1969) Writing is made up of grammar, form, Mechanic, voice, style. Mechanic. Grammar is connected to grammatical form and syntactic pattern. Form refers to the structure of content or material. Mechanics is the application of Language image convection. Vocabulary is word related. Style of references for structure and lexical objects collection. Mac Naughton et al., (2001) said there are six writing evaluation groups, namely: (1) material, (2) organization, (3) voice, (4) Syntax, 5) mechanics and vocabulary. In (Jacobs, 1981) in (Haswell, 2007) announced compositions in writing consists of material, organization,

language use vocabulary and mechanics. Based on some of the above hypotheses, The author concludes that the indicators of writing are material, structure, grammar, mechanic, and vocabulary.

Yanwar, (2016) said the text of the hortatory exposure is a form of the text intended to clarify to the readers that something should be happen or not to be done. The goal is to convince the hortatory exposure text the readers or the listeners the case ought or ought not to be. That means that the author must clarify a few items arguments on the issue to persuade readers or listeners. Generic hortatory structure the text of exposure can be explained below (Yanwar, 2016).

- a. An introductory declaration this segment includes the announcement the problem involved, the point of view and a comment or a question of the author Emotional declaration to get your attention Audience.
- b. A few arguments this section includes paragraphs to persuade readers or listeners believe the author.
- c. Suggestion this section contains details about what should or should occur or should not occur based on arguments.

Any popular language exists Text on hortatory exposure features (Yanwar, 2016):

- a. Emphasis on generic individuals and non-human participants
- b. Simple Tense Present
- c. Conjunction Use
- d. Usage of abstract nouns, for example community, Belief, concern, and so on.
- e. Use verbs such as importance, chat, Watch, etc.
- f. The use of connectives, for example, first Second, third, and so on.
- g. The use of modal auxiliaries, e.g. may, will, can, etc.

There have been two previous studies this research. The first research was titled "The analysis of the Tenth Grade Students' writing Ability in Recount Text of SMA Muhammadiyah1 Academic Year Metro Odd Semester 2011/2012' by Imam Surya Marzuki and Nugraha Noor (2012). Similarities and differences exist between studies by Nugraha & Noor. The similarities between these two studies were 1) were on the problems of the students writing and 2) and students' written scores. Meanwhile, there were two differences in this study and study of Nugraha & Noor. First, Nugraha & Noor's analysis was carried out until the tenth SMA Muhammadiyah 1 grade students Metro, whereas this research conducted at the first Semester of English students' program study, Nadhlatul Ulama Sunan Giri Bojonegoro. Second, Nugraha & Noor's Study focus on account writing skills Text, while this study intend to hortatory exposure ability text.

The second preceding analysis has been a report by Suyadi (2017) Titled "An Analysis of Students' writing Skill in Recount Text at the Eight Grade Students of SMP Negeri 2 Kota Jambi." Similarities and differences were found between the research and this study of Suyadi. The Similarities were (1) all studies investigated the challenges of students writing and 2) on the scores of students writing. In the meantime, two were there Differences between Suyadi and this research. First, the

analysis of Suyadi was carried out SMP Negeri 2 eighth grade students of Kota Jambi. This research, by comparison, was led to students of the first semester Study of English program study in Counseling and Education Faculty Universitas Nadlatul Ulama Sunan Giri Bojonegoro. Second, the research of Suyadi concentrated on writing skills in count text, meanwhile this research emphasis was on writing skills Text of the Hortatory Exposure.

## Method

The design of this study was mixed method that are combination qualitative and quantitative method in the same study. The sample of this study was students of the first semester in English program of Nadhlatul Ulama Sunan Giri Bojonegoro University. The data were collected in test and observation.

(Zaim, 2014) notes that in qualitative study, there are some steps that used by the researcher to analyze the data, they are: data reduction, data display and conclusion drawing or verification.

### a. Data reduction

Sugiyono (2014:405) said the reduction of data would make it easier for researchers to summarize, select the key things, concentrate on the relevant things, look for trends and patterns, and thus provide a better summary of the lesson.

This indicates that the data reduction includes the summary of the data collected and the unnecessary data separation. In this stage, the writer concentrated, condensed and moved raw data to be handled easier.

### b. Data display

This technique is done following the collection, identification of data and classified. The data are shown by quantifying the percentage of student problems. The writer uses the percentage model to measure the difficulties students have rendered.

$$P = \frac{F}{N} \times 100\%$$

In which:

P= Percentage of difficulties

F= Frequency (number of difficulties)

N=Total whole score of difficulties

### c. Data conclusion

Sugiyono (2014:412) says it may be possible in qualitative research react to the formulation of the problem that has been formulated at the start, but it may not, since the problem has been described and the problem formulations are still temporary in qualitative research.

It means data reduction, show of data and conclusion continuity in a common type

called analysis before during and after data collection.

## Results

Students' ability in writing hortatory exposure text at the first semester in English education program NU Sunan Giri Bojonegoro University.

In this study, the writer uses the written exposure indicators the text is: content (in social function hortatory exposure), organization (in generic exposure structure), vocabulary (in lexicogrammatic characteristics text hortatory exposure), grammar (in lexicogrammatic features text hortatory exposure) and mechanics (in lexicogrammatical features text hortatory exposure) to know student ability's writing text hortatory exposure.

Table 1. Test score qualification to interpret the level of difficulties

No	Score	Level of difficulties
1	86-100	Very easy
2	76-85	Easy
3	66-75	Medium
4	56-65	Difficult
5	0-56	Very difficult

Adopted from Burns in Pascal (2007)

Table 1 above gives the writer guidance on identifying the students' text ability to write hortatory exposure. The score of students in writing hortatory exposure text capacity can be seen in the table 2.

Table 2.

## Table Recapitulation of written students Hor

No	Respondents	Indicators of writing			
		C	O	V	G

From the table above the writer concluded that AMN had the highest score of 76 which could be classified as easy and AYM's lowest score was 55 which can be classified as very difficult. The average student scoring ability in writing was 64.59 that could be rated as difficult.

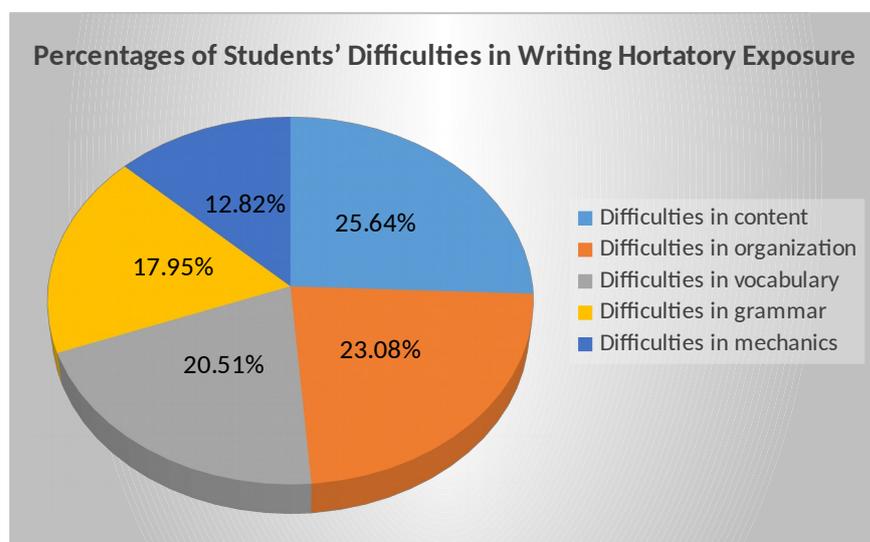
1. Students' difficulties in writing hortatory exposure text at the first semester in English education program NU Sunan Giri Bojonegoro University.

The writer shows every one of indicators of writing to know the troubles that faced by the understudies recorded as a hortatory writing exposure text. from the

outcome, the writer found that the most elevated score trouble in content of hortatory writing exposure text with the rates 48.70%, second most elevated trouble recorded as a hard copy organization with the rates 40.13%, third trouble recorded as a hard copy vocabularies with the rates 38.57%. The fourth trouble that faced in hortatory writing exposure text is grammar with the rates 34.29% and the least trouble in utilizing mechanics with the rates 22.85%. For all the more unmistakably, the result of this research about the difficulties in hortatory writing exposure text at the first semester in English education program NU Sunan Giri Bojonegoro University can be seen on the below:

Table 3. Rates of Understudies' Troubles Recorded as a writing hortatory exposure Text

No	Types of indicators	total of students	
		who had difficulties	percentage
1	Difficulties in content	10	48.70%
2	Difficulties in organization	9	40.13%
3	Difficulties in vocabulary	8	38.57%
4	Difficulties in grammar	7	34.29%
5	Difficulties in mechanics	5	22.85%



## Discussion

The writer used a test to know how the students' skill and the difficulties in writing the exposure text confront the students. The writer concluded that students were not able to write a text on hortatory exposure. The writer concluded from the entire score that students' ability to write hortatory exposure text at the first semester in English education program NU Sunan Giri Bojonegoro University remained "**difficult**" at average score of 64.59. Even though, there is one students can get level **easy** in writing hortatory exposure text.

Based on the above test, the writer made them Percentages. Percentages. For content, 48.70 percent of difficulties were in organization difficulties, 40.13 percent in vocabulary difficulties were 38.29 percent, 34,29 percent in grammar, and 22.85 percent in mechanical difficulties the last percent. On the basis of the results, the highest level of difficulty that students often make in the writing of exposure text is in the use of grammar, material, organization, vocabulary and mechanics. This means that students can develop their ability to develop the content of their idea because basic in the writing is the idea itself, so that students can increase their ability to write hortatory exposure text.

The writer then made an observation using field notes written by the observer to know all the work the students are doing in writing the text of the hortatory exposure. In this research the writer uses two (2) kinds of field notes, namely field notes during the course of the research and field notes. The outcome of the field notes

1. The writer found that it was difficult for many students to use common and familiar words.
2. When the writer checked the students' worksheet of writing hortatory exposure text, most of them have difficulties in grammar.
3. The students also worked together with their peers to compose the exam.
4. The students also opened the dictionary and Google translate to translate their sentence and copy paste in their paper sheet.

## Conclusion

In this study, it was found that if the students' ability in hortatory writing text is still difficult for the students, even they are from English department of NU Sunan Giri University that only got mean score around 64.59% in general. It means that their writing ability still needs to improve.

The biggest challenge for the students in hortatory writing exposure text is the content that around the 48.70%. It means that they need to know how to improve

the idea of the content. The lowest students' difficulties in hortatory exposure text is the mechanics that got mean score around 22.85%. In addition, the students struggled to write the contents, the organization and the use of vocabulary, grammar, and mechanics, but their test results were not related or properly assessed.

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