

A GENRE ANALYSIS OF STUDENTS' WRITING HORTATORY EXPOSITION TEXT AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL

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ABSTRACT

The objective of this study is to know how the students' write hortatory exposition text on using generic structure and language features at eleventh grade of senior high school in Indramayu. This study utilized descriptive qualitative research using genre analysis by Hyland (2004) as research design. The data were obtained by collecting writing assignment. The writer took 20 students of XI-6 MIPA of SMAN 2 Indramayu as the participant. The texts were analyzed in term of generic structure and language features in students' writing hortatory exposition which were undertaken by Gerot and Wignell (1994). The result showed that the students still got difficulty in writing generic structure. The students did not write generic structure completely as suggested. Mostly, they did not write recommendation in their hortatory exposition. Meanwhile, in language features, mostly did not complete their sentence by putting mental and material process. Therefore, it can be concluded that the students do not understand to write hortatory exposition in good generic structure and language features. The teacher should teach hortatory exposition by explaining and guide them carefully especially for composing recommendation for generic structure and mental process as well as material process for language features. Hence, both of them are crucial to write and organize the text. Hopefully, the students could improve their macro skills in writing.

Keywords: *Writing, Hortatory Exposition, Generic Structure, Language Features*

INTRODUCTION

English has grown to its present status as the major world language (Broughton, et al, 1980:1). Then, as an international language, English is always used direct communication, in almost whole world in a lot of countries (Shweba & Mujiyanto, 2017:93). Therefore, to make good communication whether in spoken or written activity, people should use English to get easier to interact with people all over the world. For education, English is a special attention and role. Because in the formal school, English is the main lesson to develop students' foreign language mastery in four skills especially in writing skill.

In relation to writing, Harmer (1998:79) stated that writing is a skill that is as important as speaking, listening and reading; however, it is the most difficult of all skills to acquire by the students (Westwood, 2008:56). Because writing includes the ability to express the students' opinions or thought clearly and effectively in written form. Furthermore, not only concern with tranfering the student's opinion, experience and knowledge, the most important aspect in writing skill is that the

students should know how to write a text with correct stage or structure and also appropriate word choice in terms of lexico-grammatical features or language features in certain genre. Thus, after the students know the structure and language grammatical in writing on each genre, the students could apply what is the students' mind through writing as well.

Ideally, based on 2013 curriculum, the students of senior high school are expected to be able to arrange quite long oral and written text by using generic structure and language feature accurately, acceptance, fluently, and spontaneously appropriate with the context of the text. It relations with the use of genre in spoken and written activity in good organization and language use.

However, in fact, the students in writing text are still far from being perfect even getting difficulty while writing using genre about how to compose the text using generic structure, language features, and other components. It supports with Richards and Renandya (2002:313), the difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. It also relates to four previous studies that has been highlighted. The four previous studies are related to the research of genre analysis in writing text made by students. The result of some studies above showed that the majority of students still have difficulties in composing the text based on certain genre and incomplete language features as the component of the text.

Formulation of the problem in this research is "How is the students' writing hortatory exposition text on using generic structure and language features?" and this research is aimed to know how the students write hortatory exposition on the use of generic structure.

LITERATURE RIVEW

Writing

Brown (2001:336) stated that writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. He argues that another way of putting it is that writing is indeed a thinking process. In addition, according to Byrne (1998:28) writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. When people write, they use graphic symbols, which are letters related to the sounds they make when they speak.

Purpose of Writing

According to Grenville (2001:1-2), purpose of writing are:

1. Writing to Entertain
Writing to entertain usually make the reader's emotional from what the writer write so that what the writer deliver towards the topic must take emotional to the reader as the audience has done to entertain.
2. Writing to Inform
The goal here is to simply provide the readers with help for completing a task or becoming better at something. It is kinds of informative writing where focus on objects, place, procedures, and events such as newspaper article, scientific or business reports, instruction or procedures and essays for school or university.
3. Writing to Persuade

This type of writing might include the writer's opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the writer's feelings.

Text Type in English

The study of English cannot be separated with text type in every single skill especially for writing skill. It should be mastered by the students to recognize until write the text into complex lesson such as writing. In 2013 curriculum, there are various kinds of functional text that should be learnt and mastered by students at senior high school in Indonesia. They are descriptive text, recount text, narrative text, analytical exposition, explanation text, procedure text, news item, hortatory exposition, and discussion. All those texts will be learnt in each of grade from tenth to twelfth grade. In this time, the writer will conduct research in the eleventh grade in which the students will focus to learn and write a text about hortatory exposition as selected text type.

Genre Analysis

Hyland (2004:195) explained genre analysis is therefore a powerful tool to help teacher uncover connections between language and types of texts and between forms and functions, enabling us to offer students information and activities that raise their awareness of genres and perhaps make them better writer. It supports on how individual understands to engage and apply language communication in situational and also being the way to create social context.

Furthermore, according to Cotos (2014:20) that genre analysis by linguists focuses on texts and may entail quantitative and qualitative explorations of language features indicative of lexico-grammatical and rhetorical patterns and descriptive of intertextual systems. Analyses of genre conducted in the rhetorical tradition seek to understand social contexts, ideological climates, audiences, writing purposes, and different conditions of genre use that may influence rhetorical structures and writers' choices. There are several procedures in genre analysis by Hyland (2004:195-196) that seeks to:

1. Identify how texts are structured in terms of functional moves.
2. Identify the features which characterize texts and help realize their purposes.
3. Examine the understandings of those who write and read the genre.
4. Discover how the genre relates to users' activities.
5. Explain language choices in terms of social, cultural and psychological contexts.
6. Provide insights for teaching language.

Hortatory Exposition Text

Gerot and Wignell (1994:209) explained that hortatory exposition is kind of text that is used to persuade the readers that something should or should not be the case. On the other hand, hortatory exposition is a type of English text which represents the author's thought to influence the reader to do something or act in a particular way. In hortatory exposition text, the authors give some opinions about certain things to reinforce the main idea of the text.

This text has three main stages of generic structure suggested by Gerot and Wignell (1994:209). They are 1) thesis; 2) arguments; and 3) recommendation.

Then, this text has five main language features in hortatory exposition text (Gerot and Wignell, 1994:210). They are 1) Focus on generic participants (human and non-human), except for speaker or writer referring to self; 2) Mental processes: to state what writer thinks or feels about issue; 3) Material processes: to state what happens; 4) Relational process: to state what is or should be; and 5) Simple present tense.

RESEARCH METHOD

This research utilized descriptive qualitative approach with apply genre analysis as the research design to analyze students' writing text. Ary, et al (2010) stated that descriptive studies are designed to obtain information concerning the current phenomena. It is simply concluded that descriptive qualitative study was describing natural phenomenon as a subject. The writer conducted his research in the eleventh grade students of SMAN 2 Indramayu. The writer took XI-6 MIPA as the research participant. There would be 20 students and 20 texts that had been analyzed by the writer. In this case, the writer gave writing assignment as the research instrument as basic analysis in conducting genre analysis. It would be focused on the use of generic structure and language features in students' writing hortatory exposition text undertaken by Gerot and Wignell (1994) to be analyzed.

FINDING AND DISCUSSION

The writer had successfully conducted the research at grade XI-6 MIPA of SMAN 2 Indramayu in which the students were asked to write a hortatory exposition text. Generic structure and language features are main concern of how understand the students create the social purposes and also how the students influence the reader and express their argumentation or opinion of the issue.

Generic Structure

The table below is the recapitulation of students' writing hortatory exposition based on the generic structure in the research finding. It consists of thesis, arguments, and recommendation.

Table 1. The Recapitulation of Generic Structure

Text/ Student	Generic Structure			Total
	Thesis	Arguments	Recommendation	
S1	✓	✓	✓	3
S2	✓	✓	✓	3
S3	✓	✓	✓	3
S4	✓	✓	✓	3
S5	✓	-	-	1
S6	✓	-	-	1
S7	✓	✓	-	2
S8	✓	✓	✓	3
S9	✓	✓	✓	3
S10	✓	-	-	1
S11	✓	✓	✓	3
S12	✓	✓	-	2
S13	✓	✓	✓	3
S14	✓	✓	✓	3

S15	✓	✓	-	2
S16	✓	✓	✓	3
S17	✓	-	-	1
S18	✓	✓	-	2
S19	✓	✓	✓	3
S20	✓	✓	-	2

The table above showed students' generic structure of hortatory exposition text. 11 students were able to write 3 stages of generic structure in hortatory exposition, 5 students were able to write 2 stages of generic structure in hortatory exposition, and 4 students were able to write only 1 stage of generic structure in hortatory exposition.

Language Features

The table below illustrated the recapitulation of students' language features of hortatory exposition based on the research finding. It consist of focus on generic participants, mental processes, material processes, relational processes, and simple present tense.

Table 2. The Recapitulation of Language Features

Text/ Student	Language Features				
	Generic Participants	Mental Processes	Material Processes	Relational Processes	Simple Present Tense
S1	✓	-	✓	✓	✓
S2	✓	✓	✓	✓	✓
S3	✓	✓	✓	✓	✓
S4	✓	✓	✓	✓	✓
S5	✓	✓	-	-	✓
S6	-	✓	-	✓	✓
S7	✓	-	✓	✓	✓
S8	✓	✓	✓	✓	✓
S9	✓	-	-	✓	✓
S10	✓	-	-	✓	✓
S11	✓	-	✓	✓	✓
S12	✓	✓	-	✓	✓
S13	✓	✓	-	✓	✓
S14	✓	✓	-	-	-
S15	✓	-	✓	✓	✓
S16	✓	✓	-	✓	✓
S17	✓	✓	-	✓	✓
S18	✓	-	✓	✓	✓
S19	✓	✓	✓	✓	✓
S20	✓	-	✓	✓	✓
Total	19	12	11	18	19

The table above showed students' language features of hortatory exposition text. The result is 10 students were able to use 4 language features in hortatory

exposition, 5 students were able to use 5 language features in hortatory exposition, 4 students were able to use 3 language features in hortatory exposition, and only 1 student was able to use 2 language features in hortatory exposition.

In the end of data report showed that students still make some mistakes in writing a text. The students also get lackness and difficulty to write and organize the text as suggested. Also, the majority of the students wrote the text in wrong sentence structure. Finally, the students do not understand to write hortatory exposition in good content or social purpose and also the use of generic structure and language features as suggested completely.

CONCLUSION AND SUGGESTION

Conclusion

After conducting genre analysis in the grade XI-6 MIPA of SMAN 2 Indramayu, the writer can take several conclusions based on the research finding. Firstly, the majority of students still had difficulty to write those three generic structure of hortatory exposition. Secondly, the students wrote poor information even miss information (without issue, reasons, and suggestion or solution) so that the text did not give clear information based on the stages of generic structure.

Thirdly, the research findings on language features elaborated that it was still found out the students did not write language features completely. In the end, the students do not understand how to write generic structure and language features of hortatory exposition well as suggested so that the social purpose of the text cannot be achieved by the students.

The teacher should teach generic structure and language features for a better writing. Hence, both of them are crucial to write and organize the text. Hopefully, knowing that case, the students could improve their macro skills in writing.

Suggestion

The students should ask or consult to their English teacher if the students have some difficulties in writing. Then, The writer hopes that this research can be used to next research. The writer suggests that this study needs additional data to get advance and more detail information to deal with similar study to be carried out not only the analysis generic structure and language features but also in other data supported. Hopefully, the next study would be better than the writer did.

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