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CHALLENGES IN WRITING HORTATORY EXPOSITION TEXT EXPERIENCED BY TENTH GRADE STUDENTS OF MADRASAH ALIYAH

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ABSTRAK

The objective of this research to find out challenges in writing Hortatory Exposition Text experienced by tenth grade students of *Madrasah Aliyah*. This research took the population of the students at X MA Nahdatul Ulama Batang Toru in academic year 2022/2023. The researcher take X grade which the students are 15 people; they are 5 males and 10 females. This research used qualitative research with descriptive method of research, because the researcher aimed to know students challenges in writing hortatory exposition text. The result showed that 15 students explain the challenges in writing hortatory text. Almost all of the students had challenges in some points 1) They have the challenges in learning English such such as have a limited vocabulary, or tenses. 2) Understanding the generic structure of Hortatory text such as can not distinguish between report and hortatory text based on it's generic structure. 3) Developing the paragraph. They tend to get confused how to develop the paragraph.

Keywords: *Challenges, Writing Hortatory Text, Madrasah Aliyah*

INTRODUCTION

English is the language that is spoken by the most people all over the world. Two billion people are learning it as a second language, and there are 400 million people who speak it as their native language. It may be deduced from this that around 2.4 billion people around the world are able to communicate in English. Consequently, English was finally recognized as an international language due to the fact that it is the language that is utilized the most frequently in international trade all over the world overall.¹ The countries of Denmark, Singapore, Germany, Sweden, Malaysia, China, Austria, and Indonesia are among those that have made English a mandatory subject for students at all levels of education. Other countries that have adopted this policy include Austria and Indonesia. English is the first foreign language that should be studied as a required subject in Indonesia, beginning with junior high school and continuing through college. It is anticipated of every English learner

¹Parupalli Srinivas Rao, (2019), "The role of English as a Global Language," Research Journal of English (RJOE): an International Peer-Reviewed English Journal, 4, no.1.

in Indonesia that they will be able to communicate in English both verbally and in writing. This is due to the fact that English plays a significant role in the academic space, and English is the language that is used in the fields of science, technology, and business.

Despite the fact that English is considered a foreign language in Indonesia, it is a language that has a significant impact on children in elementary and secondary schools, as well as on professionals and job seekers.² This is evidenced by the fact that English is a topic that is required to be studied at both the junior and senior high school levels, and it is even examined on the national examination. According to Rini, the purpose of teaching English in Indonesian schools and universities is to make Indonesian students more competitive on the worldwide competition stage.³ Listening, speaking, reading, and writing are the three skills that students need to be able to master in order to be successful in the English language.

Among the language skills that are taught in Indonesian schools, writing is one of the abilities that students learn at the junior high school and senior high school levels. Additionally, it is the ability that needs to be developed in accordance with the Curriculum of 2013. By the time they reach the end of the course, it is expected that students would have the ability to write or convey their thoughts in English texts to a satisfactory level.⁴ As a means of meeting these curriculum goals, the teaching of writing in senior high school provided students with the opportunity to develop the ability to articulate their thoughts through the composition of many types of texts, including recounts, narratives, reports, hortatory expositions, and a wide variety of functional texts that are utilized in day-to-day activities. In Senior High School, pupils are exposed to a variety of literary genres, including hortatory exposition text one of them. It is a type of text that is intended to convince the reader or listener that something ought to be accepted or ought not to be accepted by offering logical reasoning. It is composed of three primary organizations: the thesis, the arguments, and the recommendation. It is possible to observe its qualities through its linguistic features, which concentrate on individuals who are either human or non-human in nature. Cognitive processes, material processes, and relational processes are also utilized in this process.⁵

Writing is an essential component of education, a means of subsistence, and a fundamental component of society, particularly in the activities that students engage in while they are at school. Writing, in Harmer's view, is a means of producing language and expressing ideas, feelings, and opinions regarding that language.⁶ Writing lessons, on the other hand, have the potential to develop more advanced vocabulary.⁷ This indicates that writing can be characterized as an activity that involves expressing one's imagination or concept through the use of text or paragraphs, and that writing can provide information to

²Sholihatul Hamidah Daulay, Emeliya, S .K, &Nuriza, A, (2023), "Students' Difficulties on Writing Descriptive Text by Eight Grade of SMP Darussalam Medan," EJI (English Journal of Indragiri), 7, no.1.

³Julia EkaRini, (2014), "*English in Indonesia: Its Position Among Other Language in Indonesia*," Beyond Words: Widya Mandala Catholic University Surabaya, 2, no.2.

⁴E Mulyasa,(2014),*Pengembangan dan Implementasi Kurikulum 2013*, Bandung: RosdaKarya, p.103.

⁵Rahmad Husein &Anni Holila Pulungan (2017), *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*, p.2.

⁶Ilmiah, (2016), "An Analysis of Grammatical Errors in Writing Recount Text," Jurnal Educative: Journal of Educational Studies 03, no.01, p.11, journal. Uin-alaudin.id/index.php/elite/article/view/3390.0.

⁷Tien, Rafida.,Sholihatul, H. D., Elsa, S. W. N., (2023), "The Effectiveness of Using Advertisements to Improve Students' Writing Skills," ELTALL (English Language Teaching, Applied Linguistics and Literature). no. 2. P.4.

the reader based on the writer as a kind of communication. As far as the students are concerned, writing is one of the most challenging skills to acquire. This is due to the fact that writing is not just a result, but also a process that requires the dedicated use of skills and critical thinking about language.⁸ Despite the challenges that come with writing, it is widely acknowledged as being of critical importance in the process of language acquisition.⁹

EFL students face significant challenges in writing, primarily due to vocabulary limitations, difficulty generating ideas, grammatical errors, and issues with writing mechanics like spelling and capitalization. Chen identifies these four key obstacles, highlighting how limited vocabulary and difficulty in idea development often lead to frustration among students. Additionally, grammar errors are frequent, particularly with tenses and subject-verb agreement.

Byrne further classifies these writing issues into three categories: psychological, linguistic, and cognitive. Psychological challenges stem from the solitary nature of writing, which offers no immediate feedback. Linguistic problems relate to the need for accurate sentence structure and logical sequencing, while cognitive challenges involve mastering written language structures uncommon in speech and organizing ideas for clarity. Ultimately, these factors make it difficult for students to construct well-organized texts, like hortatory exposition, as they struggle with vocabulary, idea articulation, and essential grammar.

The evaluation of writing involves assessing students based on five key areas: grammar, vocabulary, mechanics, fluency, and organization. In terms of grammar, scores range from severe errors that impede comprehension to minimal mistakes. Vocabulary assessment examines the extent to which limitations affect understanding, from severely restricted language to nearly native-like usage. Mechanics focuses on punctuation and spelling, rating from serious errors that hinder comprehension to minor, infrequent mistakes. Fluency evaluation addresses the ease of communication, considering the appropriateness and consistency of vocabulary and structure. Finally, organization evaluates how well ideas are structured, from disorganized and unclear to logically ordered and connected. These categories help instructors assign scores and assess students' writing skills, emphasizing the importance of correct grammar, vocabulary, fluency, organization, and mechanics for producing coherent and effective texts.

Writing involves organizing words, sentences, and paragraphs to create meaningful texts, which act as communication tools between the writer and reader. Hartono defines a text as a structured unit of meaning, while Halliday emphasizes that it conveys contextually relevant messages. Texts fall into various genres, each with distinct purposes, structures, and linguistic features. For example, recount texts aim to inform or entertain by narrating events, while procedural texts provide instructions. Other genres include narrative, anecdote, news, explanation, report, analytical exposition, discussion, and hortatory exposition, each serving different social functions. Genres thus reflect the specific communicative goals and

⁸Rahmah, Fithriani, Sholihatul, H. D., (2019), "Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective," *KnE Social Sciences* p. 634-645.

⁹Rahmah, Fithriani, (2017), " Indonesian Students' Perceptions of Written Feedback in Second Language Writing," *Language, Literacy, and Sociocultural Studies* ETDs.

structures suited to different social contexts. This study focuses on the hortatory exposition genre, which aims to persuade readers to adopt a certain viewpoint or take action.

A hortatory exposition text aims to persuade readers or listeners to take action by presenting arguments and recommendations. It is structured with a thesis that introduces the topic and writer's stance, arguments that support the main idea, and a recommendation on what actions should be taken. Language features include a focus on both human and nonhuman participants, mental processes to convey thoughts and feelings, and the passive voice, often with simple past tense. This genre uses enumerated points for clarity, as seen in examples like "Should Ads be Banned from TV Programs?" where arguments emphasize the disruptive and negative impact of advertisements, concluding with a call for their removal from television. The purpose of hortatory exposition is to logically present arguments that encourage readers to accept the writer's viewpoint and take recommended actions.

Students gain the ability to communicate their thoughts, ideas, and arguments through the medium of writing or oral presentation through the use of hortatory exposition texts. The pupils are expected to possess the necessary knowledge to back up their thoughts regarding the subject matter that has been assigned to them.¹⁰ As a result of this condition, the students are encouraged to be able to build or elaborate their arguments in order to reinforce their explanation. In addition to this, it encourages students to engage in more critical thinking about the problems that they face in their day-to-day lives. As a result of the fact that this kind of text is widely used in the scientific community, the academic community, and educated individuals, it is essential that the students master the hortatory exposition text. Because it is well acknowledged that teaching this text to students in senior year of high school is really advantageous, the instructor must to have a suitable strategy for instructing students on how to write hortatory exposition texts. However, contrary to popular belief, there are still a significant number of senior high school students that struggle with this type of hortatory literature. The same thing was also discovered in the preliminary study that was carried out by the researcher. According to one of the teachers at MA Nahdlatul Ulama Batang Toru, based on his experience in teaching writing, particularly Hortatory Exposition text, the researcher discovered the same thing.

In this study, the researcher opted to analyze on students' difficulties in composing hortatory exposition texts in linguistic issue areas. This decision was grounded in the problem that was presented before. Therefore, the researcher is interested to conduct a research entitled "CHALLENGES IN WRITING HORTATORY EXPOSITION TEXT EXPERIENCED BY STUDENTS OF GRADE X M.A. NAHDIATUL ULAMA BATANG TORU".

RESEARCH METHOD

The research was conducted at MA Nahdlatul Ulama Batang Toru, North Sumatera, focusing on students' challenges in writing hortatory exposition texts. Using a qualitative descriptive approach, the study aimed to explore the difficulties students face in this area by

¹⁰Rahmad Husein & Anni holila Pulungan, (2017), *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*,...p.1.

gathering detailed observations and analyses. Thirty-five tenth-grade students participated in the study, with purposive sampling selecting a subset of 15 students (7 males and 8 females) for interviews. Data were collected through structured interviews, chosen to elicit specific, detailed information related to students' challenges in writing.

For data analysis, the researcher followed Miles & Huberman's three-step qualitative method: data reduction, data display, and conclusion drawing. Initially, the data were simplified and organized, with relevant information transcribed and checked for accuracy. Then, the data were displayed narratively to allow clear interpretation. Finally, the researcher drew conclusions by identifying connections and verifying findings. To ensure data reliability, techniques such as member checking, peer debriefing, and an audit trail were used. These steps were intended to bolster the credibility, transferability, dependability, and confirmability of the study's findings.

RESULT AND DISCUSSION

Results

Following the completion of the research, the researcher obtained the results of the instrument. During this particular investigation, the researcher concentrated solely on the device. Interviews are the instrument in question. Therefore, the researcher expounded on the findings of the interview, which included fifteen students as respondents. This section was included in the report. Seven questions were asked during this interview, all of which were connected to the difficulties that students have when producing hortatory exposition texts. In the following format, the results will be displayed:

On the basis of the first question, it is clear that a significant number of students do not experience any difficulties in the process of learning English, as evidenced by the responses of the students.

Student 1 : She said do not have any difficulties in learning English.

Student 4 : She also said do not have any difficulties in learning English.

Student 10: She also said do not have any difficulties in learning English.

A number of students have expressed that they do not enjoy the English subject, despite the fact that the second question revealed that a large number of students enjoy the English subject. The response that the students provided below demonstrates this:

Student 2 : She said do not like English especially English class.

Student 12: He said do not like English subject.

As is evident from the replies of the students that are presented below, despite the fact that a sizeable proportion of students have a negative attitude towards the English subject, there are also a sizeable number of students that take pleasure in the English topic:

Student 10 : She said really like English.

Student 15 : She also said like English very much.

Student 3 : She also said like English.

According to the third question, there are a lot of students who enjoy English, but there are also some students who do not enjoy English for a variety of reasons, as can be seen from the responses of the students to the next question:

Student 1 : I like English because I was interested to listen the teacher when teaching in the class of every English material.

Student 13 : I like English because English class is fun for me.

Student 14 : The fact that I am aware that English is an international language is the reason why I have a strong affinity for the language.

Despite the fact that a large number of students enjoy the English subject, there are some students who, for a variety of reasons, do not enjoy English. This is evident from the responses of the students that are provided below:

Student 2 : I do not like English because English class tends to bored as off.

Student 5 : I do not really like English because I don't understand what my teacher said the words in English.

Student 7 : I do not really like English because it is really difficult to understand and I feel hard to pronounce the words in English.

According to the fourth question, a significant number of students enjoy creating text in English, as can be observed from the responses of the students below:

Student 1 : I do love writing in English.

Student 10 : I personally like writing a text in English.

Student 7 : I like writing a text in English.

Student 5 : I like writing text in English.

Student 15 : I like writing a text.

Student 14 : I like writing text in English.

Based on five questions there are also many students ever write hortatory exposition text. It also can be seen from the students answer below:

Student 1 : I ever wrote hortatory text.

Student 3 : I ever wrote hortatory text.

Student 5 : I ever wrote hortatory text.

Student 7 : I ever wrote hortatory text.

Student 10 : I ever wrote hortatory text.

Student 13 : I ever wrote hortatory text.

The results of six questions indicate that there are some students who are not familiar with hortatory exposition texts, but that there are also a significant number of students who are familiar with these texts. It can be observed from the responses of the pupils below:

Student 1 : I do not know how to explain it.

Student 2 : I do not remember about hortatory text.

Student 9: I do not really know about hortatory exposition text. I ever wrote it but I forgot about it.

Although any student do not know about the hortatory, there are still many students know about the hortatory text as follows:

Student 3 : I believe that a text that is intended to convince the reader to do some action is referred to as a hortatory text.

Student 5 : I think hortatory text is a text to show our opinion about issue and the sometimes you should give the fact of your opinion.

Student 10 : I believe that a writing that is intended to persuade the reader about a particular issue is a hortatory text.

Student 13 : I believe that text is a text that is intended to inform us about a problem.

Student 15 : For me hortatory text is a kind of the text which introduces us about an issue and encouraging us as the reader to follow what the text.

According to the previous enquiry, a significant number of students do not experience difficulties when it comes to creating hortatory exposition texts, as can be observed from the responses of the students below:

- Student 15 : When it comes to producing hortatory prose, I do not have any issues..
- Student 1 : I do not experience any difficulty when it comes to producing exposition texts that are instructional in nature.
- Student 10 : When it comes to producing hortatory prose, I do not come across any difficulties at all.
- Student 9 : I do not believe that I have any difficulty producing hortatory material because it is so straightforward and easy to comprehend.
- Student 1 : I do not experience any issues when it comes to producing exposition texts that are hortatory.
- Student 11 : When it comes to producing hortatory exposition text, I do not experience any difficulties.

However, it is clear from the responses of the students that some of them struggle with creating hortatory explanation texts. This is revealed in the following paragraphs:

- Student 7 : I get difficulty when writing the fact of the topic because I should find the source from journal or other source.
- Student 6 : I do not know about hortatory exposition text.
- Student 12 : I got difficulty when I try to develop the paragraph.
- Student 14 : The difficulty comes when I can't distinguish between report text and Hortatory text.
- Student 3 : I have limited vocabulary so in writing hortatory text, I got difficulty on my vocabulary.

The explanation of the results of the interview that was presented earlier allowed the researcher to discover the students' explanations on the difficulties that are associated with composing hortatory material. Nearly every single student encountered difficulties in a few different areas. 1) Educating oneself in the English language. Meaning that they had difficulty learning English, such as having a limited vocabulary or tenses, it indicates that they had difficulties. 2) Having an understanding of the generic structure of hortatory text, such as being unable to differentiate between hortatory text and report text based on the generic structure of the latter. 3) Developing the paragraph. They tend to get confused how to develop the paragraph.

Discussion

Based on the findings were listed above, all the students gave their opinion about their challenges related writing Hortatory Text which can be classified into some following points:

1. The challenges in learning English

One of the initial difficulties that the researcher discovered among the pupils was the difficulty of learning English. A few of them said that they did not have a strong understanding of the English language or the vocabulary associated with it. What this indicates is that they did not comprehend the English language. In the meantime, it has an effect on their writing, and in this particular instance, they are required to write in English and develop the paragraph in accordance with the norms of English grammar. Their difficulties in learning English include, among other things, a lack of vocabulary and grammatical norms, particularly tenses, which hinders their ability to communicate effectively in English.

Due to the difficulties that students have when writing the text, they frequently struggle with the selection of appropriate words and the use of appropriate tenses in their writing, particularly when it comes to creating hortatory texts. These issues are brought about by the method of instruction or the approach that the instructor takes when instructing English to the students in the classroom.

A lack of comprehension on the part of the instructor regarding the students' inability to learn English was demonstrated by the challenges that were encountered. Due to the fact that there was less contact between the teacher and the pupils, the teacher did not truly comprehend what the student need in this particular particular instance. On the other hand, teaching strategy is one of the most important aspects of teaching because it can be the deciding factor in whether or not a teacher is successful in their educational endeavours. It is possible to implement the instructional method based on the circumstances of the classroom, the students, and the equipment. The enormous impact that vocabulary and tenses, as well as other grammatical rules, have on the production of good writing is significant. If the pupils do not have those things, it is possible that they will write with incorrect grammar and that they will choose words that are not appropriate for the purpose of the topic. Before beginning to write, learning these fundamentals is essential. For the students to be able to write a text, they must first be able to comprehend it. The case presented above includes Chen's assertions that the students have difficulties in English as a Foreign Language (EFL), specifically that they have a deficiency in vocabulary and grammatical rules.¹¹

Hannum discovered a few items that were similar to the findings of the researcher earlier. She discovered that the children struggled with a lack of language, which was a problem.¹² In this case also same with the researcher found, which was included in paragraph above. Where the main students problem in writing is they have limited vocabulary, and also the did not really understand about English lesson. Because they have limited vocabulary, so it a causes they can not write well this topic and also they have problem with poor grammar, which also contributes to the problems above.

Milenia also found the some things with the researcher found when do this research.¹³ She discovered that the challenges that students face when producing hortatory exposition texts include the difficulty in choosing the topic, the difficulty in arranging the

¹¹Chen, Y. M. (2002). The problems of University EFL Writing in Taiwan..... p.35

¹²Fadillah Hanum (2018) the title is "An error' analysis of students language use in writing hortatory exposition text at Mas Muallimin, Medan.

¹³Elsa Milenia Febrianti, (2022), " *Students' difficulties in Writing Hortatory Exposition at SMN 3 Ponorogo* "Institute of Islamic Studies Ponorogo.

sentences with the appropriate grammar, and the difficulty in arranging the phrases in a logical order.

2. The challenge of understanding generic structure of Hortatory text

A component of writing is the use of generic structure. Because the generic structure is a plot composition that is used to describe the idea in a methodical manner, it is present in every type of writing. When it comes to creating hortatory texts, students are required to be familiar with three steps of the general form. These steps are the thesis, the argument, and the recommendation. There is a distinct approach to developing the paragraph for each every phase in the process. During the process of applying it, a few of the students were perplexed about the general structure of hortatory text. In addition, there were some students who struggled to differentiate between report text and hortatory writing because they did not fully comprehend the material covered. Because both of them have a generic structure and content that are essentially identical to one another, they have a tendency to become confused about it. The overarching problem with the subject matter ought to be presented in the very first paragraph of the hortatory and report. The report and hortatory text are typically used to communicate about a problem or issue when it comes to the content section. Both the hortatory and the report have a different generic structure, regardless of the concerns that have been mentioned. In the generic structure of hortatory, a recommendation is included in the last section of the text, however in the report text, there is no recommendation section. It was clear from this that they did not have a solid understanding of the general structure of hortatory text. The ability to differentiate between hortatory and report texts is contingent upon the fact that they have a thorough comprehension of the general structure of each text or hortatory text. A connection may also be made between this situation with the reasons presented by Byrne, who stated that there are three types of problems that learners face when it comes to writing: the first is a psychological difficulty, the second is a language problem, and the third is a cognitive problem.¹⁴ Therefore, in this section, the student has difficulty comprehending generic structure. In the meantime, this is a problem that arises from the student's capacity to comprehend grammatical and structural structures; it is referred to as a cultural problem.

As can be observed in the paragraph that is located above, Wulandari also discovered a few things that are consistent with the findings of the researcher.¹⁵ Additionally, she mentioned that the children had issues with each generic framework. There are some students who are challenging to investigate, and they have not yet grasped the functional significance of each and every generic structure of hortatory exposition text. It was difficult for them to write in a hortatory exposition text with a generic structure in the thesis, arguments, and recommendations of the hortatory exposition text. It was also found that they had difficulty with general structure in the questionnaire, with the percentage of thesis (73%), arguments (67%), and recommendation (68%) being the highest.

3. The challenges of developing idea of the paragraph

¹⁴Donn Byrne, (1988), *Teaching Writing Skills*,.....p.4-5.

¹⁵ Putri Wulandari, (2018), "Students' Difficulties in Writing Generic Structure of Hortatory Exposition Text in Eleventh Science Class of SMAN 4 Payakumbuh" IKIP PGRI Sumatera Barat.

Students' lack in producing a good writing can occur due to several factors. Among the obstacles that cause students to be less productive in producing writing is not being able to write paragraphs well. They still have difficulty writing a high-quality paragraph.

In everyday life, the problems experience by students related to writing good paragraph has so many variations. One of the general problems is developing the idea. The students who want to write have difficulty in developing existing ideas. This is what ultimately causes difficulty in starting a paragraph.

Based on the challenge that was presented earlier, it was clear that the students struggled with the process of producing the paragraph. To include the difficulty of developing the paragraph in the argument portion and the introductory part is included in this. Typically, they are unable to comprehend what is going to be explained in the paragraph. This issue was brought about by a lack of awareness regarding the manner in which the paragraph should be written. Prior to beginning to write, the writer must first engage in some form of preparation, such as writing crazy mapping, in order to limit the subject matter or the thoughts that will be included in the paragraph.

In accordance with the findings of Chen's research, the following are some of the issues that arise when writing: To begin, students struggle with both vocabulary and grammar. One of the challenges that comes with writing is coming up with new ideas and developing existing ones. The third issue is that students' writing can be problematic in terms of English grammar, including errors in tenses, parts of speech, and subject-verb agreement respectively.¹⁶ On the other hand, the findings of this research are consistent with the findings of Wulandari, who discovered that one of the challenges that students face while writing regarding the generic structure of Hortator.¹⁷ There are some students who are challenging to investigate, and they have not yet accomplished the task of comprehending the functional aspects of every generic structure of hortatory exposition text. Meanwhile Rohmah¹⁸ and Panjaitan¹⁹ obtained the findings for grammatical norms such as punctuation, capitalisation, and the building of unclear paragraphs.

These results showed that the most significant challenges that students face when it comes to writing are a lack of vocabulary, an understanding of grammar, and confusion regarding how to develop the idea of the paragraph or text. Additionally, the students have a less understanding of the generic structure of hortatory, which has the effect of preventing them from being able to differentiate between hortatory text and report text. Chen's theory and some of the previous studies mentioned above have the same results.

CONCLUSION

The findings and discussion revealed that nearly all students encountered difficulties in various aspects of writing a hortatory exposition text. First, they struggled with English

¹⁶Chen, Y. M. (2002). *The problems of University EFL Writing in Taiwan.....* p.35.

¹⁷ Putri Wulandari, (2018), "Students' Difficulties in Writing Generic Structure of Hortatory Exposition Text in Eleventh Science Class of SMAN 4 Payakumbuh" IKIP PGRI Sumatera Barat.

¹⁸ Inayah Rohma Oktavia, (2021), "an Analysis of Student's Problem in Writing Hortatory Exposition Text" Universitas Raden Intan Lampung.

¹⁹ Siti Rukma Panjaitan, (2018), " The Effect of Using English Magazine on Students' Achievement in Writing Analytical Exposition Text at Second Grade Students of SMA Islam Al-Ulum Terpadu Medan "Universitas Islam Negeri Sumatera Utara.

learning challenges, such as limited vocabulary and tense issues. These limitations stem from a lack of focus on studying English at school and a teaching approach that reduces students' interest in the language. Second, students found it difficult to understand the generic structure of hortatory texts, often confusing it with report language due to a lack of understanding of its specific structure. Lastly, they faced challenges in paragraph development, feeling uncertain about how to organize their ideas effectively. This issue was attributed to a lack of knowledge about paragraph structuring and the absence of preparatory techniques, such as mind mapping, which could help them narrow down their topics and ideas.

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