

Reading Comprehension of Analytical and Hortatory Exposition: A Comparative Study

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Abstract

Reading has become one of the compulsory skills taught in schools and it is one skill which is tested in National Examinations in Indonesia. The needs to comprehend texts, particularly expositional ones, are indispensable. Therefore, this study has an objective to find out the significant differences in students' evaluation of reading skills and generic structure in analytical and hortatory exposition. After calculating the data using a statistical application, SPSS, we obtained a significant difference in the second-grade students' evaluation of MAN Darussalam Aceh Besar in analytical and hortatory exposition based on reading comprehension skills. It can be shown that T_{count} is higher than T_{table} ($3.490 > 2.101$). There is also a significant difference in students' evaluation of detailed information and vocabulary skills. Most students had difficulties in answering inference questions. The calculation result of the generic structure of analytical and hortatory exposition shows no significant difference in the second-grade students' evaluation of Analytical and Hortatory exposition. It can be demonstrated that T_{count} (-1.500) is lower than T_{table} (2.101). The generic structure comparison table between analytical and hortatory exposition showed no significant difference in students' evaluation of the second-grade students in identifying the generic structure of the texts. Still, the students scored the lowest in identifying analytical exposition conclusions and hortatory exposition suggestions.

Keywords: *Reading comprehension; analytical exposition; hortatory exposition; reading texts; teaching reading*

1. Introduction

According to Rayner et al. (2016), some critical reading comprehension skills help the reader understand the text: (1) main idea, (2) inference, (3) detailed information, and (4) vocabulary. The reader will learn to think in new ways about what they read. Moreover, they may find that their reading comprehension in their native language will improve. Those skills may support the reader in comprehending the text.

Students are expected to understand and master reading text. Teaching reading aims to develop students to effectively and efficiently read text. Therefore, reading is not only for saying out of words but also for comprehending the meaning of written text. As defined by Dougherty (2011), who reviewed an insightful book for teaching reading named *Teaching Reading to English Language Learners: Insights from Linguistics* by Kristin Lems, Leah D. Miller, and Tenena M. Soro, it is reflected in her following statement: Reading comprehension is simultaneously extracting and constructing through interaction and involvement with written language. It means that reading is an active process, being able to read many different materials and being able to understand them.

In specific exams, mostly at schools, answering questions based on the passages given is often found. It covers texts like exposition passages, both analytic and hortatory. In Indonesia, these kinds of texts are frequently distributed to students or language test-takers to be done. According to Gajria et al. (2007), the expository text is a text that consists of an explanation to attract the readers and make them believe and follow what the writer has written. There are two types of expository text: hortatory exposition and analytical exposition. Hortatory exposition is a text that represents the attempt of the writer to persuade the readers or listeners that something should or should not be. It usually consists of three parts: thesis statement, arguments, and recommendation. At the same time, analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speeches or lectures, research reports, and others. Analytical expositions are popular among science, the academic community, and educated people. The generic structure

of analytical exposition usually has three components: (1) Thesis, (2) Arguments, and (3) Reiteration or summing up. Both expository texts have different purposes or social functions and schematic structures (nowadays known as rhetorical steps).

Based on a preliminary observation, the researchers noticed that the second-grade students in a public high school in a regency of Aceh Province, Indonesia, found the text mostly challenging to understand. Therefore, the researchers intended to compare which aspects of reading are most difficult and easy for the students between Analytical and Hortatory expository based on the student's comprehension. Thus, the study's objectives are to know the significant differences in students' evaluation of reading comprehension skills and generic structure in analytical and hortatory exposition. The study also describes the most challenging reading skills and generic structure in analytical and hortatory exposition.

The Nature of Reading Comprehension

The human tendency to communicate and interact is not a phenomenon that has emerged recently. These symptoms appear in line with the development of human civilization. Whether for the motive of developing power, politics, survival, or slavery, it has been a long time since humans were out of their closest social environment. This leads to the movement of people from one region to another, both in the form of individuals/families and in large waves. One even could lose a language for particular reasons and settings (Yusuf et al., 2017).

Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are critical in reading, reading comprehension is essential (Okkinga et al., 2018). Knowing how to read words has little value if the student cannot construct meaning from the text. Ultimately, reading is the tool of the acquisitive mind; it is like the vehicle for obtaining ideas.

Reading without comprehension is nonsense and useless. Reading comprehension is related to the capacity of one's mind to understand the grasped ideas or the process of transferring ideas from reading the text to readers' minds to have comprehension. Reading comprehension is how we understand what we read (Dougherty, 2011). To illustrate, when we pick up the newspaper and read about the latest election results, open up a website and read directions on installing anything, or grab a novel off the local bookstore shelf, we use our reading comprehension skills to gather information from text. This condition is also found in solving mathematic questions (Maulya, 2018).

Reading comprehension is also the essence of the reading process. That relates to word, sentence, and paragraph meanings (Karkour, 2014). In the reading study, a typical comprehension instruction is not engaging or likely to improve reading comprehension (Duke & Pearson, 2009). In addition, Duke and Pearson (2009) summarize the reading comprehension instruction into three steps: mentioning, practicing, and assessing. That is, teachers will mention the skill that they want the students to use, and then they will give them opportunities to practice that skill through workbooks as those are indeed their duty to facilitate them (Kamarullah & Sarinauli, 2023).

Some Factors Influence the Students' Ability in Reading Comprehension

Many factors can influence the student's ability in reading comprehension, namely vocabulary, prior knowledge, motivation, cultural factors, lack of practice, and kinds of text. Vocabulary knowledge is fundamental to reading comprehension. The proportion of difficulty and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand the text (Fadi, 2019; Kamarullah, 2013). In order to understand a text; readers need to know the meanings of individual words (Grabe, 2004). They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. However, it is essential in learning and future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children developing oral proficiency and non-native speakers of a language. In later reading development, students need to learn new vocabulary to gain specific subject matter when reading a text.

When it comes to prior knowledge, children studying in the classroom have a wealth of schemas for various concepts. In other words, they possess a great deal of real-world prior knowledge as they add to their prior knowledge and associate what they are learning with that knowledge. The value of prior knowledge provides students with an organizer for new information. The more that prior knowledge is accessed, the better children can connect and recall new information later. In reading study, prior knowledge is so necessary that we need some sort of advanced organizer, or structure, to help us tap into that knowledge before we can understand new material (Abdelaal & Sase, 2014; Baldwin et al., 1985). A reader's interest in a subject matter will also influence the level of prior knowledge. These factors are important to different degrees, depending on the reading task. A reader's knowledge of the world depends on lived experience. This is different in different countries, regions, and cultures. Reading tasks and instruction should be sensitive to the types of prior knowledge needed for the reader to understand a text.

A reader reads a text to understand its meaning and put that understanding to use. A person reads a text to learn, find out information, be entertained, reflect, or as religious practice. This interest is commonly found in teaching listening, where the audiences are invited to visualized displays (Kamarullah et al., 2018). Motivation plays an essential role in comprehending the text. The students will be motivated to read when they need something from the text. (Brown, 1981) divided the motivation theory into two kinds. They are intrinsic and extrinsic motivation. Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the

activities for their own sake, not because they lead to extrinsic rewards. It aims to bring about internally rewarding consequences, namely, feelings of competence and self-determination. On the other hand, extrinsic motivation is defined as extrinsically motivated behaviors that are carried out in anticipation of a reward from outside and beyond the self, such as money, prizes, grades, and even particular positive feedback.

Culturally speaking, reading comprehension is about relating prior knowledge to new knowledge in written texts. Prior knowledge, in turn, depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another (Grabe, 2004). Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect. This schemata is vital in preparing for language tests, including TOEFL (Manan et al., 2020). Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text. For example, jokes and humor depend on shared cultural knowledge between the writer and reader.

In terms of reading practice, it is well established that good readers read with ease, accuracy, and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This, in turn, helps them to make further gains in reading and learning. Once children can recognize written words in their language with relative ease, they need to develop fluency in reading. Having opportunities to write will also improve reading ability (Grabe, 2004). Based on the explanation above, readers, teachers, and learners should notice all factors in teaching reading. Hence, the aim of reading can be reached. One factor supports the others. Therefore, having all the factors is better than just one factor.

Expository writing is a type of reading text to inform, explain, describe, or define the author’s subject to the reader (Rahimi, 2011). Expository text is meant to deposit information and is the most frequently used type of writing by students in colleges and universities. A well-written exposition remains focused on its topic and lists events chronologically. Technology-based writing activities can be added to stimulate students’ interest, where some animated quizzes are available (Kamarullah et al., 2016).

There are two types of expository text: hortatory exposition and analytical exposition. Hortatory exposition is a text that represents the attempt of the writer to persuade the readers or listeners that something should or should not be. In contrast, analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. From the generic structure, what makes a big difference is that the analytical exposition ends with a paragraph to strengthen the thesis argument. In contrast, the Hortatory Exposition makes a recommendation for readers.

The following statement is the simple primary difference between analytical and hortatory exposition. Analytical is the answer to “How is/will,” while hortatory is the answer to “How should.” The analytical exposition best describes “How will a student do for his examination? The point is that the question” How should a student do for his exam?” will be good to be answered with hortatory. It is to convince that the thing should be done.

2. Method

This research applied a quantitative method by distributing a test to second-year students at Madrasah Aliyah Negeri (MAN) Darussalam, Great Aceh, Aceh Province, Indonesia, where educational settings need more focuses (Manan et al., 2023; Muchsin et al., 2022). Twenty-two students were selected randomly to answer questions in the form of tests (multiple-choice and matching items) based on the texts given.

The data analysis technique consisted of two stages – data analysis scheme (see Figure 1) and data analysis paradigm (see Figure 2).

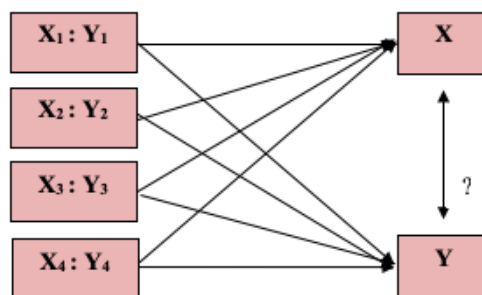


Figure 1. Data Analysis Scheme

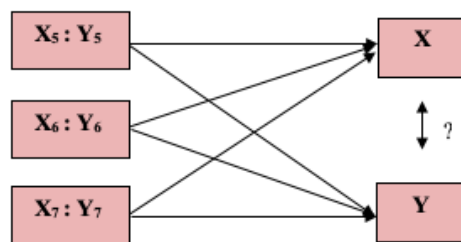


Figure 2. Data Analysis Paradigm

- Where:
- X: Analytical Exposition texts
 - X₁: Main Idea of Analytical Exposition
 - X₂: Inference of Analytical Exposition
 - X₃: Detail Information of Analytical Exposition
 - X₄: Vocabulary of Analytical Exposition
 - Y: Hortatory Exposition Texts
 - Y₁: Main Idea of Hortatory Exposition
 - Y₂: Inference of Hortatory Exposition
 - Y₃: Detail Information of Hortatory Exposition
 - Y₄: Vocabulary of Hortatory Exposition

Based on the scheme above, the first step was performed using a descriptive analysis of SPSS version 11.5 program to find the maximum, minimum, mean, and modus scores of analytical expositions. The next step is also carried out using descriptive analysis of an analytical exposition called SPSS (version 11.5) to find hortatory expositions' maximum, mean, and modus scores. Then, the two resulting data are compared. The last step is using a T-independent test through the application to find out whether there is a significant difference in students' evaluation between Analytical Exposition and Hortatory Exposition. Before using the T-independent test formula, the writer must test the assumptions of the t-independent test, the normality test, and the homogeneity of variance test to show whether the data is regular and homogeneous or not. The normality test was calculated by using the Kolmogorov-Smirnov formula of the SPSS. The T-independent test will be conducted if the data is regular and homogeneous. The results obtained from the data analysis are descriptive values by using the t-independent test. It aims to know which kinds of texts are more accessible for the students, analytical or hortatory exposition.

3. Findings and Discussion

In this section, the researchers briefly illustrate the statistical findings (see Table 1).

Table 1. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
X3	Equal variances assumed	.027	.870	-1.500	130	.136	-.26	.172	-.597	.082
	Equal variances not assumed			-1.500	129.625	.136	-.26	.172	-.597	.082

Based on the hypothesis testing, the T_{count} is -1.500, 95% of the degree of freedom $a = 0.05$. The T_{table} is 2.101. Table 1 shows the comparison of the P-value (significant score) is 0.136, and the level of significance is 0.05 ($0.136 > 0.05$). Table 1 also displays that the T_{count} is -1.500, and the T_{table} is 2.101. It means the T_{count} (-1.500) is lower than the

T_{table} (2.101). Based on the testing criterion of hypothesis testing, “(-) $T_{table} \leq T_{count} \leq (+) T_{table}$ ”, it indicates that there is no significant difference in students’ evaluation of the second-grade students at MAN Darussalam in analytical and hortatory exposition. Furthermore, the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_0) is accepted (there is not enough evidence to reject H_0). It indicates no significant difference between second-grade students at MAN Darussalam evaluation of the generic structure in analytical and hortatory exposition texts.

Table 2. Groups of Statistics

	Y3	N	Mean	Std. Deviation	Std. Error Mean
X3	Analytical	66	3.92	1.012	.125
	Hortatory	66	4.18	.959	.118

Based on the result of the reading comprehension skills comparison between analytical and hortatory exposition, it can be concluded that there is a significant difference in students’ evaluation of the second-grade students at MAN Darussalam in analytical and hortatory exposition. It can be proven based on the T_{count} (3.490) is higher than the T_{table} (2.101). Thus, as the comparison of each reading comprehension skill between analytical and hortatory exposition is clear, it can be concluded that there is no significant difference in students’ evaluation of the second-grade students at MAN Darussalam in the main idea and inference skills of analytical and hortatory exposition. However, the difference between both texts is that they looked at detailed information and vocabulary skills.

The students’ reading comprehension evaluation of second-grade students at MAN Darussalam in analytical hortatory exposition is still low in comprehending the inference reading comprehension skills in analytical and hortatory exposition (see Table 2). It means inference is the most challenging reading aspect for the second-grade students at MAN Darussalam, Aceh Besar. It was shown from the students’ mean score of inference in analytical and hortatory exposition. The mean score of inference in analytical exposition is 2.36 (47.3%). Otherwise, the mean score of inference in hortatory exposition is 2.59 (50.9%). For many students of MAN Darussalam, answering the inference is the most challenging part of the reading passage because an inference in real life requires a bit of guessing.

Teaching inference to students with language impairment can be important because most students find inference difficult to independently generate implied meaning from text. In reading, as in everyday life, information may or may not be stated outright. You can go back after reading to get the answer if it is stated. If the information is unstated, you must look for clues and try to guess the answer. According to Grabe (2004),” Inferences are implied through clues that lead the reader to make assumptions and draw conclusions. Based on the results of interviews that I have done with the English teacher at MAN Darussalam, it can be concluded that there are many reasons why students have difficulty with inference.

First of all, the reason why the students have difficulties in answering inferences is that they lack experience. The students of MAN Darussalam lack experience answering inference questions because of their teachers’ inclination to focus on literal questions in the classroom and not on teaching inferencing. The second reason is students’ background knowledge. The students have problems employing background knowledge of a subject and fail to link information. The third one is vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words (Grabe, 2004). The students have difficulty decoding and cannot understand and infer a text’s deeper meaning. The following reason is that they miss the text’s more profound meaning. The students focus on irrelevant information and miss the text’s deeper meaning, making accurate inferencing difficult. Motivation and purpose of reading are the last reasons students struggle to answer the questions. Most students of MAN Darussalam read a text to learn, to find out information, to reflect, or to religious practice. The students will be motivated to read when they need something from the text. It means that if students did not need something from the text, students did not want to read. For the students, reading is not a primary need.

The description below results from the generic structure comparison between analytical and hortatory exposition. It can be concluded that there is no significant difference in students’ evaluation of the second-grade students at MAN Darussalam in generic structure analytical and hortatory exposition (there is not enough evidence to reject H_0). It indicates a few significant differences between second-grade students’ evaluation of the generic structure in analytical and hortatory exposition.

Based on the generic structure comparison between analytical and hortatory exposition, the T_{count} (-1.500) is lower than the T_{table} (2.101). It indicates no significant difference in students’ evaluation of the second-grade students at MAN Darussalam in identifying the generic structure of analytical and hortatory exposition. Then, through the display of the comparison of each generic structure between analytical and hortatory exposition, it can be perceived that there is no significant difference in students’ evaluation of the second-grade students at MAN Darussalam in identifying the generic structure both of texts, analytical and hortatory exposition. Most students got the lowest score in identifying analytical exposition conclusions and hortatory exposition suggestions. This means most students had difficulties identifying the text’ conclusions and suggestions. The mean score for identifying the conclusion of analytical exposition is 3.50 (70%). Otherwise, the mean score for identifying the suggestion of hortatory exposition is 3.59 (71.8%).

As for the implication, some actions can be taken to enhance students' reading comprehension when they sit to answer questions based on particular exposition texts. Grabe (2004) advocates for reading instruction that places a premium on vocabulary acquisition, contextual knowledge activation, reading fluency and rate, and the cultivation of a love of reading on the part of the student. These strategies may cope the problems encountered by students in comprehending expository texts for a better reading activities' outcome.

4. Conclusion

As explained in the previous chapter, the purpose of this study is to determine whether there is a significant difference in students' evaluation of analytical and hortatory text based on the reading skill and the generic structure of each. Moreover, the results of this study obtained the most challenging reading skills and generic structure in analytical and hortatory exposition to the second-grade students' evaluation of MAN Darussalam. According to the research result, there are many reasons why students have difficulty with inference. Those are the lack of experience, students' background knowledge, students' vocabulary knowledge, missing the text's deeper meaning, motivation, and purpose of reading, poor organizational skills, and overload of working memory.

This study was limited to comparing analytical and hortatory exposition based on reading comprehension skills and generic structure in the reading. The findings in this study only clearly describe the differences between analytical and hortatory exposition and the most challenging reading comprehension skills and generic structure of analytical and hortatory exposition to the second-grade students of MAN Darussalam. The findings are expected to clearly describe the significant difference in students' evaluation of reading comprehension skills and generic structure in analytical and hortatory exposition. It is hoped that these will give more information to the other researchers who want to seek the same problem of comparative study in another skill.

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