

# THE EFFECTS OF READING HABIT AND VOCABULARY MASTERY TOWARDS HORTATORY EXPOSITION WRITING SKILL

**Fitri Senny Hapsari**

Program Studi Teknik Industri

Fakultas Teknik, Matematika dan Ilmu Pengetahuan Alam

Universitas Indraprasta PGRI

Jl. Nangka No.58 Tanjung Barat, Jakarta Selatan, Indonesia

*Abstract:* The purpose on this research is to know whether there are significant effects of reading habit and vocabulary mastery hortatory exposition writing skill. The research was conducted at SMAN 102 and SMAN 89 of the eleventh grade with the total population of 390 students and the sample was 80 students that were randomly taken. The method used in the research was a survey. Data of reading habit, vocabulary mastery and hortatory exposition writing skill were collected from a test. The data was analysed using descriptive statistical method, multiple correlation coefficient, determination coefficient, and multiple regression analysis.  $F_{test}$  and  $t_{test}$  were analyzed. Data collection done by giving essay test for hortatory exposition writing skill, thirty (30) items of multiple choice test for Reading Habit, and twenty (20) items of multiple choice test for vocabulary mastery given to the subjects at SMAN 102 and SMAN 89. The result of data analyzes shows that there are significant effects of reading habit and vocabulary mastery towards hortatory exposition writing skill.

*Keywords:* Reading Habit, Vocabulary Mastery, and Hortatory Exposition Writing Skill.

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara kebiasaan membaca dan penguasaan kosakata terhadap kemampuan menulis teks hortatory exposition. Penelitian diadakan di SMA Negeri 102 dan SMA Negeri 89 kelas XI dengan total populasi 390 siswa dan diambil sampel secara acak untuk penelitian sebanyak 80 siswa. Metode yang digunakan adalah survei. Semua data variabel diambil melalui tes. Data yang dianalisis menggunakan metode statistik deskriptif, koefisien korelasi ganda, koefisien korelasi dan analisis regresi ganda. Uji statistik menggunakan uji f dan uji t. pengumpulan data untuk variabel kemampuan menulis teks hortatory exposition dengan menggunakan tes esai, tiga puluh (30) butir soal pilihan ganda untuk kebiasaan membaca, dua puluh (20) butir soal tes pilihan ganda untuk menguji penguasaan kosakata. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan antara kebiasaan membaca dan penguasaan kosakata terhadap kemampuan menulis teks hortatory exposition.

**Kata kunci:** kebiasaan membaca, penguasaan kosakata, dan kemampuan menulis teks hortatory exposition.

## INTRODUCTION

In Indonesia English has been decided to be the first foreign language to be taught. It is taught from elementary school till university level. In secondary school, English is taught as a compulsory subject. It is also included in the National Examination. Based on this fact, students are expected to master this subject in order to be able to pass the national examination. However, English is not their first or second language.

Since English is taught as a foreign language, English is rarely used outside the classroom. Even in the classroom, not many students take the chance to practice it. In the daily lives, students lack of practice. This condition naturally affects the students' mastery in English. Indonesian students' mastery of English tend to be unsatisfactory. According to Mistar (in Braine, 2005), the students' achievement in English based on the objectives stated in the standard competence and basic competence is still far from satisfactory. Many students still find problems in understanding oral and written texts (Handayani, 2009). Even though English has been taught for so many hours and become part of high school's six year curriculum, there are still very limited number of students who are able, for instance, to write a simple English text.

Based on the statements above writing is the most difficult skill for L2 learners to master. It lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more pronounced if their language proficiency is weak.

Writing is necessary to be learnt by students as output or production skill that students have after learning process. Writing represents a language in a textual medium through the use of a set of signs or symbols. It is written

which designates the activity of writing. Writing is also distinctly human activity speculatively designed as coincidental as a human origin.

To produce good writing, students need some factors that can support their output in writing, their experiences in learning English will help them to master writing skill itself, because learning another language especially English, we are talking about imitation. Nothing should be spoken before it has heard. Nothing should be written before it has been read.

So based on the statement above, the writer emphasizes that writing skill needs reading experience from many resources to support student's writing ability. By reading student can take many knowledge that haven't their had yet, including the complex vocabulary and content of reading many resources.

Writing production is integration process, because when the students want to produce the written they must understand about the components of the writing. Another variable that must be mastered by students to be good writer is vocabulary mastery. The student has to master some vocabularies as well as possible. Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write.

Vocabulary mastery can help students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Based on the explanation above, the writer

would like to find out the effect of reading habit and vocabulary mastery toward writing skill in state senior high school in east Jakarta.

In this research the writer focused on the hortatory exposition text writing skill because hortatory exposition text is being learnt by senior high school student in grade eleventh on the curriculum that being applied at this time.

As the result reading habit and vocabulary mastery are the two things that is important in hortatory exposition writing skill. They are related to each other. So the writer took this topic as the research.

## THEORETICAL REVIEW

### a. Hortatory Explanation Text

According to Otong Setiawan (2007:45) in his book A Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. The generic structure of Hortatory exposition usually has three components : (1) Thesis, (2) Arguments and (3) Recommendation.

### b. Generic Structure of Hortatory Exposition

1. Thesis : Statement or announcement of issue concern
2. Arguments : Reasons for concern that will lead to recommendation
3. Recommendation : Statement of what should or should not happen or be done based on the given arguments

### c. Generic Features of Hortatory Exposition

1. A Hortatory exposition focuses on

generic human and non human participants, except for speaker or writer referring to self.

2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. It often needs material processes. It is used to state what happens, e.g. ....has polluted... etc.
4. It usually uses Simple Present Tense and Present Perfect Tense
5. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., Finally, etc.

Hortatory is composed to persuade the readers. It strengthens the point to do and not to do like the writer want. To persuade the readers, a writer will use and explore arguments to support the writer's idea about the matter. The idea which the writer want to present is called Thesis.

The thesis which is stated in the first paragraph of the exposition lead some paragraphs consist of arguments. The arguments try to prove that the thesis is an important matter needs to considered.

### b. Writing Skill

Writing skill is a language skill least used by many people on their first languages. In writing activities at junior high school, students are expected to be able to understand the purpose of writing especially in English writing skill. As many research said the common purposes of writing are used to inform and persuade the readers. A teacher is expected to introduce the students about the writing components in improving their English language.

The component are ; content, form, grammar, style, and mechanism. Content is used to show the substance of writing where ideas and thoughts are expressed in written text. The form is the way of organizing of the content, while grammar

is the usage of the form of the structure and vocabulary to make the writing looks different and the last is mechanism that is the usage of symbol or punctuation in a language.

Jack C. Richards and Willy A. Renandya in his book entitled *Methodology in Language Teaching* (2002 : 315-319) said that there are four steps or basic in writing, they are ; planning, drafting, revising, and editing. Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. The learning experiences include group brainstorming, clustering, rapid free writing. Wh-question. Next, is drafting, the writers are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In revising, students review their texts on the basis of the feedback, it is not only merely checking for language errors but it is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. And the last stage is editing, in this stage students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence and accuracy of supportive textual material such as quotations, examples and the like.

From the description above we may conclude that English writing skill is the skill which is least used by most people in their native language in literacy education at the secondary level, highlighting the differences between speech and writing. That is why five main categories on writing in the classroom need to be implemented through four steps of basic in writing, they are; planning, drafting, revising, and editing to be good at English writing skill.

#### c. Reading Habit

Reading is the activity to get the information from the text. By reading the reader can increase the knowledge and know the new information. The students can get the information of sciences, technology, economics, literature, etc by reading activity.

Michael Erfort (2005: 45), said that:

Reading is one of the most important activities in your lives as students. Without reading, you would not be able to acquire knowledge that is fundamental to your intellectual growth. Through reading, you become experts in your fields.

Reading is an activity that can help students to access science and make the students be able to master a variety of skills.

Sookchotirat (2005), said that:

“Reading skill is the most important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created.”

Reading can help readers to develop creative ideas so that its readers can acquire knowledge so that ideas can be used as a way to achieve success.

From the above description reading is an activity that is used to access the message contained in the text and the reading has many purposes for the readers themselves.

There is no specific definition about reading habit but from some statements that has been taken from several authors from their books there are some statements that can answer the definition of reading habit. Here are the statements as follows.

*“Maintenance of the post and condition of new worlds in one’s vocabulary may continue even till the period of old age depending upon one’s reading habit and interests”* (Scott, 2002: 86). From the statement, we may say that reading habit plays an important role in improving one’s vocabulary especially if it is done continually.

For children, through reading habit they can get more knowledge from the books independently. It is also supported by the statement from Elizabeth . (2002: 132) said that providing a special time for reading at home and in school will give children time to explore books with an adult and independently and will help them develop the reading habit.

Richard, et al (1998: 296) said that ... Learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit.

It is clear from the large quantities of books and other materials that learner read, it can be used as a motivation to build one’s reading habit. Reading is an activity that should be done consciously so it can be done as one of ways in improving one’s writing skill. Bradfield (2002: 32) said that those who do not develop the pleasure reading habit simply do not have a chance- they will have a very difficult time reading and writing at a level high enough to deal with the demands of today’s world. From the statement we may say that reading and writing have a closer relationship each other on the demands of today’s world. We cannot deny that much information that we can get from all media are increased day by day. If we missed reading a day, there will thousands of information that we lose. That is why as a teacher, we have to motivate students to be active in implementing reading habit as a part of activity in improving their writing skill as the output from writing.

Peperstraten (2010: 237) said that as the belief that an extensive reading habit is a belief of epistemic duty, we can be said to have a moral duty to promote the fostering of such a habit. From his statement, we may say that we have to build on our mind that doing reading should be supported by a belief of epistemic duty as a moral duty to promote the fostering of such a habit.

From the explanation above, we may conclude that reading habit is a way to improve one’s vocabulary. Through exploring books and other materials in an environment can influence someone’s writing. All can be done if teachers together with students has a belief that reading habit is done as a moral duty promote the fostering of such a habit to deal with rhea demands of today’s world.

#### d. Vocabulary Mastery

Vocabulary is one of the language aspects which we should be learnt. Learning vocabulary is important because of it we are able to speak, write, and listen nicely, but in order to do that we have to know vocabulary first. A person said to ‘know’ a word if they can recognize its meaning when they see it (Calce Murcia, 2001:75). It means that in learning vocabulary we have to know the meaning of it and also understand how to use it in sentence context.

Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. (Red John, 2000:16).

Learning a foreign. language will cover several systems such as ; sound system, a structure of language, culture, vocabulary, etc. In order to master the language

mentioned above elements should be mastered and these elements cannot be separated each other. There are many people who master the structure, however, they have not acquired the vocabulary and the sounds system so that they will have difficulties in mastering the language well.

Furthermore, Schmit (2000:113) mentioned. "Words can be defined by isolating the attributes that are essential to the relevant concept, and that taken together are sufficient to describe. Vocabulary is more than just individual words working separately in discourse environment rather once words are placed in discourse. They establish numerous links beyond the single orthographic word level.

Vocabulary is an object in language as linguists who are involved in the teaching of methodology of any foreign language, as we know from the statement in the former chapter that vocabulary is one of the language aspects which is very important to master the language competence. That vocabulary influence the mastery of English is stated by Richard and Renandya (2002:255). They further state that vocabulary is a core component of proficiency and provides much of basis of how well learners speak, listen, read and write.

The more the students master the vocabulary the better they performances in all aspect of English language. Zhihong (2000:18) states that words the basic unit of language, without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. Vocabulary is the stock of words used in language.

## METHOD

The method that will be used in this research

was Survey. Application of this method perform through tested instrument to the students by using multiple choice test for the reading habit, multiple choice test for vocabulary mastery and essay test for student's writing skill.

Object of this research class XI, the total number of the students from the two school that are being surveyed are 390 students. The source of data from reading habit variable and vocabulary mastery, of above variables the answers of respondents (students) of all the questions based on the test given by the researcher. And so does the dependent variable Hortatory explanation writing skill was done by the test.

## FINDING AND DISCUSSION

Analysis of the data description is done to understand the data distribution that is acquired from the research. This analysis is done to know the range of data, average, median, mode and standart deviation.

- a. The Effects of Reading habit ( $X_1$ ) and Vocabulary mastery ( $X_2$ ) towards Students' Hortatory explanation writing skill (Y)  
From the descriptive data, after the corellation analysis which has been carried out, it is obtained that the correlation coefficient of 0.964 and the coefficient determination of 92,7%. After the test carried out by SPSS programme, it was proved that the correlation coefficient was significant. It means that there are significant effects of independent variable of  $X_1$  (Reading habit) and  $X_2$  (Vocabulary Mastery) towards a dependent variable Y (Student's Hortatory explanation writings skill).

While from the regression analysis, it was obtained the equation of the regression line  $= -31.807 + 0.237X_1 + 1.181X_2$ . The constant score  $= -31.807$  shows that with the lowest reading habit and vocabulary mastery, it was difficult for students to obtain a good Student's writing skill score,

while the score of coefficient regression of 0.237 and 1.181 shows that there are positive effects of independent variable  $X_1$  (Reading habit) and  $X_2$  (vocabulary mastery) towards dependent variable Y (student's Hortatory explanation writing skill). Every increase of one score of reading skill, so there will be an increase of student's writing skill score of 0.237. And, every increase of one score vocabulary mastery, there will be an increase of student's writing skill score of 1.181.

After having been tested, the regression line linearity using SPSS programme, it was obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS programme, it was obtained that the regression coefficient is significant. It really means that there is a positive effect of independent variable  $X_1$  (Reading habit) and  $X_2$  (vocabulary mastery) towards dependent variable Y (student's Hortatory explanation writing skill).

From the quantitative information, the researcher concluded that reading habit and vocabulary mastery have significant effects towards the student's Hortatory explanation writing skill.

b. The Effect of Sentence Reading Habit towards Hortatory Explanation Writing Skill

From the hypothesis test, it is obtained that the score of  $Sig = 0.000$  and  $t_{test} = 1,678$ ; while  $t_{table} = 1,67$ . Because the score of  $Sig < 0,05$  and  $t_{test} > t_{table}$  so  $H_0$  is rejected, it means that there is a significant effect of independent variable  $X_1$  (reading habit) towards dependent variable Y (Hortatory explanation writing skill).

c. The Effect of Vocabulary Mastery towards Hortatory Explanation Writing Skill

From the hypothesis test, it is obtained that the score of  $Sig = 0,000$  and  $t_{test} = 7,880$ ; while  $t_{table} = 1,68$ . Because the score of  $Sig <$

$0,05$  and  $t_{test} > t_{table}$  so  $H_0$  is rejected, it means that there is a significant effect of independent variable  $X_2$  (Vocabulary mastery) towards dependent variable Y (student's Hortatory explanation writing skill). The overview of English sentence patterns will help students identify subjects, verbs, and clause connectors so they can analyze their writing style and improve it by using a variety of sentence patterns.

## SUMMARY

The writer suggests that all teachers should encourage their students to improve their achievement through appropriate methods for the purpose of learning itself. In this case writing skill can be improved by giving great motivation to students to increase their reading habit every time and improve their vocabulary mastery for good Hortatory explanation writing which in this study had a positive impact on the expected learning goals.

## REFERENCES

- Braine, G. 2005. *Teaching English To The World: History, Curriculum, and Practice*. United State of America: Lawrence Erlbaum Associates
- Calce Murcia, Calce. 2001. *Teaching English a Second or Foreign Language, 3<sup>rd</sup> edition*. United States: Heinle&Heinle, Thompson-Learning.
- Elizabeth, Reid. 2002. *What's Your Habit?*. Wellington: University of Wellington.
- Erfort, Michael. *Study Skills For Foreign languages* New York :McGraw-Hill Book Company.
- Field, Brand. 2002. *New Ways in Teaching Speaking*. Cambridge: Cambridge University Press.
- Handayani, D. N. 2009. *The Problems of Learning English at SMPN 9 Malang*. Unpublished thesis. Malang: State University of Malang
- John, Read. 1995 *Assessing Vocabulary*, Cambridge University Press, New York.
- Martin, Peperstraten. 2010. *Tasks for Language Teachers*. UK: Cambridge University Press.
- Richard ,Jack C. and Renandya, Willy. 2002 *Methodology in Language teaching an Anthology of Current Practice*, Cambridge University Press.
- Richard, Marius & Wiener, Harvey S. 1988. *College Handbook: Second Edition*. McGraw Hill Book Co.
- Schmitt, Norbert. 2000. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Setiawan, Otong. 2007. *Genre*. CV. Yrama Widya. Bandung.
- Sookchotirat. 2005. *An Introduction to Psycholinguistics*. Harvester Wheatsheaf Campus, Maylands Avenue.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. England: Longman. Pearson Education Limited.
- Zhihong Yang, zhihong. 2002. *Learning Word*. England: English Teaching Forum.