

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING ANALYTICAL
EXPOSITION TEXT OF SECOND GRADE AT SMAN 1 TEMBILAHAN**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in
English Language Teaching and Education Faculty*



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DECLARATION

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I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 23rd August 2021

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Then the writer expresses peace be upon prophet *Muhammad Sallallahu alaihiwassalam*, his companions, and families who have brought mankind to the bright world.

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ABSTRACT

RIZKA FATMA YULFIANDA, 2022. Students' Ability in Writing Analytical Exposition Text on Second Grade at SMAN 1 Tembilahan."

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Keywords: *analytical exposition, writing ability*

A student's ability in writing analytical exposition text on second grade at sman 1 tembilahan. This research aims to find out the students' ability in writing analytical exposition text on second grade at sman 1 tembilahan.

This research used the descriptive quantitative method. The Sample of the research consisted 15 students at the second grade student of Sman 1Tembilahan. which were taken by purposive sampling. The instrument of the research was used to get the data from written test. Meanwhile, The data collected used to get from written test by students'.

According to the data result, the research found that the students ability in writing is good to average level, it can be seen from the result percentage in five components of writing ability which the content aspect component is more highest in other aspect around 22 points. In organization had 17 points, in vocabulary had 17 points, in language use had 18 points and last in mechanic had 4 points. And the total score in discussion the students' had 75,73 points.

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

Writing is about expressing the ideas. In writing, the students should be able to communicate their ideas in writing. According to Nation (2009, p. 94) most writing should be done with the aim of communicating a message to the reader and the writer should have a reader mind when writing. It is mean the writer should give a message to the reader. The writing can be good if students can write perfectly and make the reader understand. Writing is about expressing the idea the students can express the idea in written form. In line with this statement, Imelda (2014, p. 2) states that writing is a skill in which we express the ideas, feelings, and through arranged in words, sentences and paragraphs using eyes, brain, and hand.

English writing is not easy because it is not a simple subject. The students should be able to demonstrate their English grammatical competence and knowledge. Writing is considered as a difficult languages skill so the students should be able to state the idea effectively to get good ability in writing. It is because writing is very important to be taught to the students in order to produce effectives and interesting composition.

According to Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form. Meanwhile Gebhart and Dawn Rodriguez (1989:1) said that writing is the one of the most important things you do in the school. Good writing skills take big role to determine the success, whether writing a report, proposal or assignment in the school. So, writing is one's ability to express idea, thought, feeling in the form of written. However, writing is a complex skills to be learnt.

In teaching English and learning process in Indonesia, writing is the last part of English that learned by students, so, the students should understand about it. Writing is not only the hardest skill but it is 1 2 challenging. Another reason why writing in English is very difficult because the students learnt as foreign language, they usually use their mother tongue. The students get difficulties how to develop their ideas in writing, because English is foreign language, many students get difficult when delivering their ideas, feelings, or messages from first language to second language. So, they need to have considerable amount of time to be able to master the target language well.

In other hand, writing process is easier than speaking process because people who write something have time to think the idea and find out the right words then expressed it into writing. The teaching of writing is aimed at enabling students to master the functional and monologue text or paragraph in the form of descriptive, narrative, recount, procedure and report.

Every text has different contextual factors or subject matter(field), textual features(generic structure) and grammatical features. They must be able to recognize and distinguish those text types such as the social function specifically social event in the text that written by the researcher to persuade the reader and language function language features that use in the texts, conjunction, adverbs, nouns and adjectives. The students also must be able to apply writing those kinds of text.

State Senior High School 1 Tembilahan that use school based curriculum as their curriculum standard. During the researcher interview and observation, the researcher found that most of the students at grade eleventh had difficulty in writing analytical exposition text. They usually were not able to write well. The students' difficulties were reflected from their achievement in writing test score which is taught twice a week with 2 hour durations 90 minutes). Based on the curriculum which is used by the school, it is stated the minimum criteria score for English test is 75.

Many students had problem in writing, the researcher found the students sometimes get confused to write sentences because of afraid to make a mistake. The students were afraid of making mistake to write sentences because the students were not mastering the grammar. The students need to comprehend the grammar, especially about the tenses, such as simple past tense and the use conjunction. If the students master it all, the students will not afraid anymore and the students will be able to write well.

In analytical exposition text, the student should organize their thinking logically. So, they can communicate and persuade the reader. The students should give some reasons why the students' idea is important in analytical exposition text. The researcher interested in analyzing and focusing on students' writing analytical exposition text in the way they develop their: ideas, organization, grammar, mechanics, and vocabulary.

The problem can be seen in the following phenomena, including:

1. Some of students cannot organize the idea in writing analytical exposition text
2. Most of the students get confused in writing the generic structure in analytical exposition text;
3. Some of the students were not able to give fact to support their argument
4. Most of the students were not able to make vocabulary and grammar correctly in writing analytical exposition text.

Based on the observation above and in order to make this research consistent with the topic, the researcher in finding out the students ability in analytical text of second grade at SMAN 1 Tembilahan. The researcher is interested in observasing the problems into a research entitled “**An Analysis of Students' Ability in Writing Analytical Exposition Text of Second Grade At SMAN 1 Tembilahan**”

1.2 Identification of The Problem

Based on the explanation above, writing is important for students to express their idea, thoughts, or even experiences of the form paragraph. Based on the background of the problem explained before, then the matters can be identified as follow :

First, the students sometimes get confused to write sentences because of afraid to make a mistake. The students were afraid of making mistake to write sentences because the students were not mastering the grammar. The students need to comprehend the grammar, especially about the tenses, such as simple past tense and the use conjunction. If the students master it all, the students will not afraid anymore and the students will be able to write well.

Second, the students are lack of vocabulary. Vocabulary refers to the words and phrases that people know and use. Vocabulary is a basic problem in all of English skill particularly writing skill. The students cannot write sentences because they do not know the meaning of words in English.

1.3 Focus of the Problem

Based on the explanation above, the researcher focuses on the students' writing ability in analytical exposition text. This research is limited in the study of the ability in students' writing. This study has purpose to find out hos is the students' ability in writing analytical exposition text on the second grade at SMAN 1 Tembilahan.

1.4 Research Question

How are the students' ability in writing analytical exposition text of the second grade of SMAN 1 Tembilahan ?

1.5 Objective of the Research

To find out the students' ability in writing analytical exposition text of the second grade of students at SMAN 1 Tembilahan.

1.6 Significance of the Research

For students. They can find out their strength and weakness so that they can fix the weakness and improve the strength in writing analytical text.

For teachers, the English teacher can use this research for increasing their method to find out the students' strength and weakness aspect in writing analytical text.

For other researcher, the research findings are expected to give information about writing in analytical exposition text. It is expected to be an inspiration and motivation for the next researcher who will do a research in this field. It can be the guidance for them to do a better research.

1.7 Defination Of Key Terms

1. An analysis

An analysis is the study by something examining its part and their relationship. In this study analysis is the study of the students' writing ability by examining is parts and their relationship with analytical text.

2. Writing Ability

According to Brown (2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and given them structure and coherent organization”. It is a thinking process in its own right and a process where ideas are focused on more relevant and important factors. It gives someone opportunities to explore his ideas and acquire information.

3. Analytical Exposition Text

Exposition text is a text that discussed an issue or a problem. Exposition text can be divided into two types; they are analytical and hortatory text. Analytical exposition text is a text which is not accompanied by suggestion, but hortatory exposition text is a text which is accompanied by suggestion about an issue or something that should or not to do. Rosa, Muriyanti, Mulia (2008:178) analytical exposition is used to persuade the readers that the idea is important matters.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1. Relevance Theories

2.1.1. Definition of Writing

Writing is one of English skills that have to be learned by any foreign language learners all over the world beside listening, reading, dan speaking. Writing is very important capability for being owned by students and writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Sharples (1999 : 8) in Siburian 2013 (30-34) actually, writing is opportunity, it allows students to express something about themselves, explore and expalin ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Writing is a very important skill in human life. Writing allows the student take their ideas out of the realm of thought and give them a form that other people can read and consider. (Kern, 2000). However, writing is not always easy to do. (Sitorus & Sipayung, 2018) state that writing is more complicated than other skill (speaking, reading and listening).

To develop writing skill, students need particular practice. (Sipayung, 2019) states that many students from the basic level up to higher level attend English courses to develop their competence and skill in English. Nunan (2003) said that writing is acquired through practice. In other words, writing should be particular and learned gradually and it needs long time to make the students skillful in writing.

Writing plays an important role in the curriculum in learning English, especially for college students. According to Kriszner and Mendell (2011:13) state that writing is a process, a life skill, and a series of steps to express the personal ideas. Writing can be a single paragraph, an essay, a short paper, a journal, a proposal, and report. Langan (2012:9), states that writing is a skill which transforming thoughts from one's head into words on a sheet of paper and writing is a process of discovery that involves a series of steps very often, the writers do not discover exactly what they want to write about until they explore their thoughts in writing.

According to Nuraeni (2016:498), the students find difficulties to develop their ideas because they do not know the purpose of their writing. Then, the students do not like to write in English and could not think of what they want to write. The students also still lack of vocabulary, grammar, and punctuation.

In addition, writing is one of the important skills in English. It can help the students learn and developed their English by expressing their knowledge, experience, and the way of thinking. Writing is one of the activities deal with how

to write idea, information, knowledge, or experience and understand the writing to acquire knowledge or some information to share and learn. Writing activities motivate students in engage their ability in learning English. Writing activity can fill someone spare time and it makes enjoyable as long as she or he has enough ideas to achieve. While writing, people keep porpuse in mid that they have collected in their brain and things.

Writing is a process of exploring ideas through written form. Exploring ideas refers to students' ability in exposing topic and sharing their opinion to finish the good writing process.

Writing is standard of exciting learning process for stidents at all levels of English (Larry, 2003 : 22). It means writing has step that involve students through in organizing ideas. Writing is productive skills thats supported by receptive skill. When students want to formulate the ideas, the students have to have sources had help them in critical thinking receptive skill. From receptive skill whether reading or listening are able to help the students of producing language and written because writing can stimulate and support critical thinking skill while showing what students do not understand (Craig, 2013 : 115).

Writing is also one the productive skills which involves communicating a message in the form of letters and symbols. Communicating meand sending certaiin information to other, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information.

Writing is a process of expressing through and feeling or thinking and experience. As like Oshima (1981:24) that writing as a language skill plays an important idea in expressing people ideas or concept through written documents. Examples of written document are letter assignment summaries, progress and journal and so on.

Moreover, Hyland (2003 : 7) argues that writing is detached from the practical purpose and personal experience of the writer. In other word, writing is a skillful activity combining knowledge, idea, and experience. In addition, that writing is the process of selecting, combining, arranging and developing ideas effective sentence and paragraph.

It means that before the students writing their ideas, they have to select the idea firstly and then combine them to make a good sentence. So, students can arrange ideas into sentences, then the sentences to be a good paragraph. Writing is a said as a unit of discourse because the process of writing is not short. It needs long process to make a good writing. If the students do it well, their hand writing can be understand by the reader.

Every writing has a purpose. Writing purposes have to do with goals that are often referred to aims of writing or writing intentions. Parmer, Hafner and Sharp (1994:84) explain, “The goal of all writing is to construct the meaning for the writers and to communicate that meaning to the readers.” When writers write, they generate ideas, thoughts and images. The writer and the readers are involved in the communication of the written text.

Essentially, writing is a means of expressing ideas, thoughts and feelings to others in written symbols. Therefore, writing ability is the ability to express ideas, thoughts, and feelings in written language. In order to have such an ability, first of all a writer should understand the graphic system of the language being used.

Nevertheless, to express ideas, thoughts and the feelings clearly and effectively, the understanding of the graphic system is not enough, because good writing requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that attract the readers' attention. As the main function of writing is for communication, one as a writer should be able to make his readers understand the message he conveys.

Writing is a way to communicate with others (Langan, 2005: 14). To communicate effectively, people must constantly adjust their speech to suit their purpose and audience, this same idea with writing and the audience who will be reading our work. The ability to adjust our writing to suit our purpose and audience will serve us well not only in the classroom, but also in the workplace and beyond.

As stated by Brown (2001 : 335) that a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conversation put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. As the result, there is basic of organization in written in which group of

related sentences develops one in idea. Paragraph can be as short as one sentence or as long as ten sentences.

From this statements, it can be inferred that writing is productive skill used to express through actions and ideas and even to share information in written form. This activity requires excellent ability in constucting words into sentences for developing one mind idea that absolutely contain within paragraph. Yet the number of sentence is not considers necessarily as long as it contain one's certain main ideas.

Based on the statements above, it can be summarized that writing is the process of expressing one's ideas, thoughts, and feelings into written forms. The writing ability is the ability to express ideas, thoughts, and feelings in written language. Writing needs a well preparation and a lot of practices. It is a thinking process that also needs ability to organize the language into a good writing product.

2.1.2 The Component of Writing

According to Oshima and Houge (2006) there are five aspects of writing, they are:

1. Format
 - a. There is a title
 - b. The title is centered
 - c. The first line is intended
 - d. There are margins on both sides

e. The paragraph is double-spaced.

2. Mechanics

a. There is a period, a question mark, or an exclamation mark after every sentence.

b. Capital letters are used correctly

c. The spelling is correct.

3. Content

a. The paragraph fits the assignment

b. The paragraph is interesting to read

c. The paragraph shows thought and care.

4. Organization

a. The paragraph begins with a topic sentence that has both a topic and controlling idea.

b. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.

c. The paragraph ends with an appropriate concluding sentence.

5. Grammar

Estimate a grammar and sentence structure score.

From those are points of view, it can be seen that a good composition covers some components of writing such as grammar (language use), vocabulary, content, organization, and mechanics. It is expected that

the students must be able to use all of them in their writing to generate a good composition.

2.1.3 The Process of Writing

Grenville (2000: VII) states that short stories, essays, reports are seem very different, and they are doing different jobs, but writer can go about the mall in the same way using these same six steps:

1. Getting ideas (in no particular order).
2. Choosing (selecting the ideas people think will be most useful).
3. Out lining (putting these ideas into the best order-making a plan).
4. Drafting (doing a first draft from beginning to end, without going back).
5. Revising (cutting, adding or moving parts of this draft where necessary).
6. Editing (proof reading for grammar, spelling and paragraphs).

In contrast with Grenville, Oshima and Hogue (1999: 3) state that there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. Overall, although there are differences in determining the process of writing, these writing processes have the same purpose to get the best result of writing.

It means that when the students first write something, the students have already been thinking about what student going to say and how students going to say it. Then after students have finished writing, the student read over what students have written and made changes and correction. Therefore, writing is

never a one step action. It is process that has several steps. According to Donald Graves (1983) from his book Teaching Reading and Writing, there are five steps processes in writing.

1.Prewriting

Prewriting is the first step in the writing process. Brown (2001: 348) states that the prewriting stage encourages the generating of ideas, which can happen in numerous ways:

- a. Reading (extensively) a passage
- b. Skimming and/or scanning a passage
- c. Conducting some outside research
- d. Brainstorming
- e. Listing (in writing-individually)
- f. Clustering (begin with a key word, then add other words, using free association)
- g. Discussing a topic or question
- h. Instructor-initiated questions and probes
- i. Free writing

2.Planning

During planning, writers appear to engage in cognitive activities that allow them to select topics, consider purposes and goals for writing, identify their audience, decide upon voice, and generate provisional frameworks for their pieces. These provisional plans can be informal in that little is written to reflect

the occurrence of these activities. For some writers and in some instances, however, the planning stage is relatively formalized by the use of written outlines or frames, lists of ideas, and themes or topic sentences. Instructional implications for this stage of the composing process include the importance of providing students time to plan, modeling the cognitive processes involved in planning, and establishing writing activities that have genuine purposes.

3. Drafting

Grenville (2001:105) says that one of the occupational diseases of writers is putting off the dreaded moment of actually starting to write. It is natural to get it right first time, but that is a big question, so naturally students put it off some more. However, unless they are sitting for an exam, they can do as many drafts as they need to get it right. First drafts are the ones writers burn so no one can ever know how bad they were. Drafting, however, does not preclude continued planning and revising of plans. Most expert writers engage in extensive revision of their plans as they write. During drafting, authors juggle numerous demands, including continued planning and constructing of meaning; selecting vocabulary to express meaning; using conventions of grammar, punctuation, and spelling; and executing motor tasks of writing or typing. Instructionally, teachers can assist writers by encouraging them during first drafts to focus on writing their ideas and reducing their attention to writing conventions. Teachers can also provide adequate time and support for students to revise and edit after drafting.

4.Revising, Editing, and Writing the Final Copy

Langan (2005: 33) states that revising is much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already done, in order to make it stronger. Emphasis should be placed first on revising the ideas to make the piece more coherent and clear. In the revision process, sharing the written piece with others is important because it assists the author in realizing the readers' understanding of the piece. Oshima and Hogue (1997: 11) state that when writers revise, they change what they have written in order to improve it. A writer checks it over for content and organization, including unity, coherence, and logic. Langan (2005: 33) states that there are three stages in the revising process:

Revising content. To revise the content of essay, people can check our paper that it was unified, supported, and organized or not.

Revising sentences. To revise sentences in the essay, people can check our paper that it used parallelism to balance the words and ideas, it had a consistent point of view, it used specific words, it used active verbs, it used words effectively by avoiding slang, clichés, pretentious language, and wordiness; and it was vary in the sentences.

5.Editing.

It checks for and corrects- errors in grammar, punctuation, and spelling.

In conclusion, the processes of writing are prewriting, drafting, revising, editing and writing the final copy. Those processes are needed in creating a good, understandable, and communicative text.

2.1.4 The Purpose of Writing

State University of New York stated the categorize of the purpose of writing into four categorize, namely : to express oneself, to provide information, to persuade, and to create a literary.

1) To express oneself

Its main purpose is to make connections to others and to contribute to human thought, culture, establish and deepen human contact.

2) To provide information

The writer generally explains type of writing is clear, accurate, organized, through and above all fair.

3) To persuade

The writer goal is change the mains of the readers or at least to get the readers to question their position on a debate and consider the writers point of view.

4) To crease a literary

A form of writing that is not a composition style of writing, but with the purpose to entertain more than inform.

2.1.5 Kinds of Writing Skill

according to Brown (2004:220) cited by Azhar (2015:98) there are four kinds of writing skill, it can be explained below

1. Imitative

To train students to be good at the aspect of writing mechanics including spelling, punctuation, capitalization, paragraphing, and the like. Therefore, form is more important than context and meaning.

2. Intensive

To train students to be good at the aspects of vocabulary in content. Collocations, idioms, and correct grammatical features. As a result, meaning and context are more important than form.

3. Responsive

To train students to be good at the aspects of connecting and creating paragraphs through brief narrative and descriptions, short reports, lab reports, summaries, brief response to reading, and interpretations of charts or graphs.

4. Extensive

To train students to be good at the aspects of scientific essay writing as term papers, a major research project report, and a thesis.

2.1.6 The Principle of Teaching Writing

According to Nunan (2003:25) the following are few principles that every teacher should be consider while planning a consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations.

1. Understand your students' for writing

The greatest dissatisfaction with writing instruction comes when the teachers' goal do not match the students', or when the teachers' goals do not match those of the school or institution in which the students' works. It is important to understand both and do convey goals to students in ways that make sense to them.

Are the students required to take other courses? If so, which one ? will those course require writing? This is not to say that your course should only in service in other courses.

2. Provide many opportunities for students' to wrote

Writing almost always improves with practice, evaluate your lesson plans, how much time is spent reading or talking about writing, and how much time is actually spent writing ?. Practice writing should provide students' with different types of writing as well. Short responses to a reading, journal, enteries, letter, summaries, poerty, or any types of writing you find useful in your should practice in class.

3. Make feedback helpful and meaningful

Students create feedback on the writing, yet it doesn't always have the intended effect. If you writing comments on the students papers, make sure understand the vocabulary or symbol you use. Take time to discuss in the class, be continuous about the tune of your comments.

2.2 Analytical Exposition Text

Exposition text is a text that discussed an issue or a problem. Exposition text can be divided into two types: they are analytical and hortatory text. Analytical exposition text is a text which is not accompanied by suggestion, but hortatory exposition text is a text which is accompanied by suggestion about the an issue or something that should or not to do. Rosa, Muryanti, and Mulia (2008:178), analytical exposition text is used to persuade the readers that the idea is important matter. It means that this text has influencing process to bring the readers to do or not to do something relate to case is happening. In this text, the researcher thinks that analytical exposition text is a text which is telling about the writer's explanation text about the case. Pardiyo (2007:222), the theoretical structure of analytical exposition text are thesis contains a writer's statement of his or her position about certain a topic or problem, argument contains description of facts to support his or her statement in the thesis, reiteration contains a brief conclusion or resume related to his description to convince that what is stated in the thesis is acceptable, or correct reasonably.

An analytical exposition text is piece of text which presents one side of an issues to persuade reader and listener by presenting one side of argument Anderson (1997). The analytical exposition text is designed to persuade the reader of listener that something in case. Doddy (2008:62).

An analytical exposition text is a text which discuss about something happen in society. The writers give their opinion about the phenomena that will be discussed. Refnaldi (2010:217) states that "analytical exposition essay is the essay

which argues that something in case”. Moreover, Priyana (2008:58) states that “analytical exposition proposes or suggests a certain topic which may only be pro or contra , or both”.

Analytical exposition is a text that elaborates the idea about the phenomenon surrounding. Its social function is to persuade the reader or listener that something is in case to concern and pay attention.

According to syllabus analytical exposition text is one of genres to be taught at senior high school. Gerrot and Wignell (1994, p. 156) stated that analytical exposition text is used to persuade the readers or listener about something in the case.

An analytical exposition text has an influencing process to bring the readers to do or do not something related to a case that is happening. In line with explanation related to Djuharie (2009, p. 161) analytical exposition text is a text that elaborates the student's idea about a phenomenon surrounding. The student should give the opinions from the topic to make the reader easily get the purpose of the text. According to Coffin in Putri (2013, p. 231) states that analytical exposition text is the text which is used to put forward a point of view or an argument. While Mali-Jali in Putri (2013, p. 291) said that the social function or the purpose of the analytical exposition text is to argue and give reasons for a particular point of view of an issue.

So it can be concluded that analytical exposition is a type of text that has a social function to convince the reader that the topic presented is an important topic for discussion or attention by giving arguments or the opinions

that support the idea or topic. As a result, the students' writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the students idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use and mechanics

2.2.1 Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition usually has three components that have been mentioned by Gerrot and Wignell (1994, p. 156) they are:

- a. Thesis statement in thesis statement the researcher introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text. b.
- b. Argument, in argument the researcher presents arguments or opinion to support the researcher's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.
- c. Reiteration, in reiteration the last part of analytical exposition text. Reiteration contains restatement of the main idea on the first paragraph. It also called as a conclusion of the whole text.

Table 2.2.1 Example of Analytical Exposition Text

COVID-19 Health Protocol Violators should be Sanctioned	
<p>COVID-19 health protocol violators should be sanctioned. As we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.</p>	<p>Thesis</p>
<p>Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned. By being sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given.</p> <p>Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocol also keep others safe. We may not feel infected, but at least we prevent bad things by continuing to keep distance and wearing a masks. That way, we fulfill our responsibilities to ourselves and others.</p> <p>Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is sad that WHO declared COVID-19 a pandemic, which means that is virus is very dangerous, so it is best to continue to maintain health and avoid COVID-19.</p>	<p>Argument</p>
<p>Therefore, the health protocol violators should be sanctioned because of the reason given above and we as a wise society must continue to implement the health protocol with 3M Washing hands, wearing mask, and maintaining distance.</p>	<p>Reiteration</p>

2.2.2 Language Features of Analytical Exposition Text

The analytical exposition is also has several language features that are commonly used for the writing of the text. These language features usually called as lexico grammatical feature. The language features of analytical

exposition text consist of several parts. Priyana (2008:58) state that the common grammatical patterns in analytical exposition text include:

- a) General nouns, e.g. ears, zoos;
- b) Abstract nouns, e.g. policy, government;
- c) Technical words, e.g. species of animals;
- d) Relating verbs, e.g. it is important;
- e) Action verbs, e.g. we must have;
- f) Thinking verbs, e.g. many people believe;
- g) Modal verbs, e.g. we must preserve ;
- h) Modal adverbs, e.g. certainly we must try;
- i) Connectives, e.g. firstly, secondly;
- j) Evaluate language, e.g. important, significant, and valuable;

2.2.3 Social Function of Analytical Exposition Text

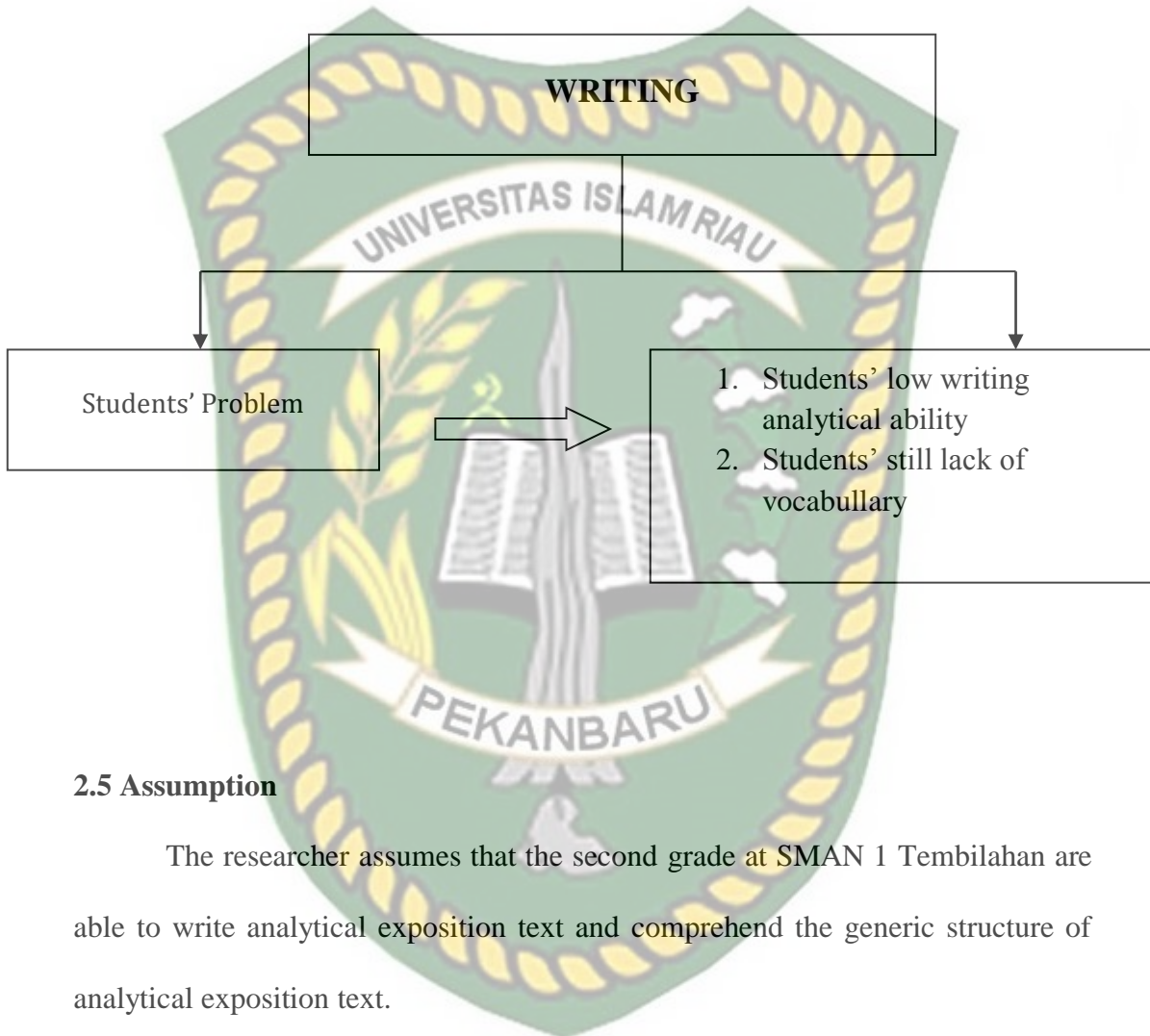
1. To persuade the reader or listener that there is something that, certainly, need to get attention.
2. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

2.3 Relevance Studies

There are some related studies that have been done by previous researchers about students' ability in writing analytical exposition text. However, this research only used two studies: first, a research from Rika Rahmadani et al 2014. She conducted a research entitled "an analysis of the second grade students' writing ability on an analytical exposition text at SMAN 2 Sungai Limau". They tried to observe the students' ability in writing analytical exposition text. The researcher used descriptive design. The researcher found that students had moderate ability which means that the students still did not understand well to write an analytical exposition text. The researcher problems are the students did not write the idea correctly, they did not write general classification, the students have lack of vocabulary, ideas, and did not understand in using mechanics when they are writing. The researcher assumed that the problems may cause the students did not understand about analytical exposition. The suggestion from the researcher in this relevant research is the teacher should give more exercise to the student.

2.4 Conceptual Framework

An Analysis of Students' Ability in Writing Analytical Exposition Text of Second Grade at SMAN 1 Tembilahan



2.5 Assumption

The researcher assumes that the second grade at SMAN 1 Tembilahan are able to write analytical exposition text and comprehend the generic structure of analytical exposition text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The method of this research was descriptive method, using qualitative approach. According to (sugiyono:2004) descriptive research is research that describe a phenomenon. It aimed to give the description about the students' writing ability on analytical exposition text at second grade of SMAN 1 Tembilahan.

The writer used descriptive research as the the research design in this research. The data was the students' writing test that given by the researcher.

Sudijono(1987) stated that descriptive qualitative method is a method that describe the state of phenomenon that has been done by the measuring instrument then, prossesed in accordance with the function. Descriptive qualitative studies simply describe phenomena. The researcher observed and described the fact in natural condition.

3.2 The Place and Time of The Research

The research was conducted the data at SMA Negeri 1 Tembilahan. The location of the school at Jl. Keritang, Tembilahan City. The research had been conducted on October 2021

3.3 Research Subject

1. The Population

The population of this research consisted 5% of the students' total number at second grade students at SMAN 1 Tembilahan, with the total 15 students'.

2. Sample

The sample of this research was one of the class at the second grade students of SMAN 1 Tembilahan, that was the students of XI IPS 3, the class consisted of 15 students. The researcher used a sample must be representative to a phenomenon surrounding that is being studied.

3.4 The Instrument of Research

Research instrument is a tools of facilities used by researcher in collecting the data. It hopes the result of the research more accurate, complete, and systematic, so the process will be easier.

The researcher used written test as the instrument of this research writing, the test from researcher is to know the achievement of the students' in this study the topic of the test is about "COVID-19". Then every sample has minimum three paragraph. Before giving a real text, the writer will be given some examples of analytical exposition text in order to make sure they understand about analytical exposition text.

Table 3.3
The Blue Print of the Test

No	Indicators	Topics	Text Types
1.	Essay Aspect Writing: 1. Content 2. Vocabulary 3. Organization 4. Grammar 5. Mechanics	Health Protocols	Analytical Exposition Text

3.5 Data Collection Technique

In order to get the data needed to support this study, the researcher used test(students' writing) to collect the data. Firstly, the researcher come to the class then giving the material about analytical exposition test and explained about analytical exposition text. And then the researcher giving the example of analytical exposition text, then give the students' the topic and asking the students' do exercises about the topic. And the researcher gave students' 30 minutes to do the test.

3.6 Data Analysis Technique

The data were analyzed by using descriptive method. This technique is called descriptive qualitative. The researcher found out the frequency students' Ability in Writing Analytical Exposition Texts. In scoring the students writing ability in all of the components of writing analytical

exposition text divided by five criteria rating the students writing analytical exposition texts, follows:

Table 3.5
Students' Assessment Form

Aspect	Score	Criteria
Content	27-30	Excellent to Very Good: Knowledge, substantive, systematic, development of thesis, relevant to assigned topic.
	22-26	Good to Average: Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to Poor: Limited knowledge of a subject, little substance, inadequate development of topic.
	13-16	Very Poor: not show knowledge of the subject, not irrelevant topic.
Organization	18-20	Excellent to Very Good: fluent expression, ideas clearly, well-organized, logical sequencing cohesive.
	14-17	Good to Average: loosely organized, but main ideas clearly, limited support, logical but incomplete.
	10-13	Fair to Poor: not fluent, ideas confused, lack logical.

	7-9	Very poor: not communicate, not well-organized.
Vocabulary	18-20	Excellent to Very Good: sophisticated range, effective word/idiom, word mastery.
	14-17	Good to Average: adequate range, occasional errors of word form, choice, and meaningful.
	10-13	Fair to Poor: limited range, frequent errors word form, choice, and meaning confused.
	7-9	Very Poor: essentially translation, little knowledge of English vocabulary, not enough to evaluate.
Language Use	22-25	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, number, word function, pronouns.
	18-21	Good to Average: effective but simple construction.
	11-17	Fair to Poor: major problem in simple/complex construction, frequent errors of tense, number, word function, pronouns, meaning confused.
	5-10	Very Poor: not mastery construction errors of tense, word function, and not enough to evaluate.

Mechanic	5	Excellent to Very Good: mastery conventions, few errors of spelling, punctuation, capitalizing, paragraphing.
	4	Good to Average: occasional errors of spelling, punctuation, capitalizing, paragraphing.
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalizing, paragraphing.
	2	Very Poor: not mastery errors of spelling, punctuation, capitalizing, and paragraphing.

Source: Jacob (1996:206)

Table 3.6
Students' Scoring Guide in Writing Analytical Exposition Text

No	Score	Category
1.	90-100	Excellent
2.	81-89	Very Good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

Oshima (2006)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The purpose of this research is about to know the students' ability in writing analytical exposition text on second grade at SMAN 1 Tembilahan. In analyzing the test, the researcher looked at the conduct to see the structure of text and the generic structure of analytical exposition text.

As the researcher explained in the previous chapter, the generic structure of analytical exposition text determined with three, they are : Thesis, Argument, and Reiteration.

4.1 Data Finding

In the data finding, the researcher shows the students' ability in writing analytical exposition text on second grade at SMAN 1 Tembilahan. The indicators has been show in the previous chapter that measured are content, organization, vocabulary, language use, and mechanics.

Table 4.1

The Student's Score in Writing Analytical Exposition Text

NO	Name	Components					Total Score	Level of Ability
		C	O	V	L	M		
1	Atika Saputri	15	13	17	18	3	66	Fair
2	Angelina Christine	24	20	20	18	4	86	Very Good
3	Berliana Pasaribu	22	17	15	16	4	74	Good
4	Cipta Ismaya R	24	17	18	20	4	83	Very Good
5	Dania Mirani	22	17	17	20	4	80	Very Good
6	Dewanti Marwa	22	17	17	18	4	78	Good
7	Eli Gustina	22	18	17	18	4	79	Good
8	Fazrin Saputra	22	17	17	18	4	78	Good
9	Maya Arma	22	17	16	18	3	76	Good
10	Mhd Darma Putra	20	17	17	17	3	74	Good
11	Noviana	22	17	18	21	4	82	Very Good
12	Raihan Albaraya	22	14	15	15	3	69	Fair
13	Rionaldi	20	13	13	16	4	66	Fair
14	Silvia Rizky	22	17	13	16	4	72	Good
15	Siti Aisa Fera	22	17	15	15	4	73	Good

Total	323	228	245	264	56	1136	
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The formula of percentage that is used to analyze the result of the test as in Sudjono

(2008) suggest :

$$M = \frac{\sum X}{N}$$

In which:

M = Mean

$\sum X$ = Total of Score

N = Total of Students

The researcher has calculated the students average score based on the total score:

1. The students' average score according to Content :

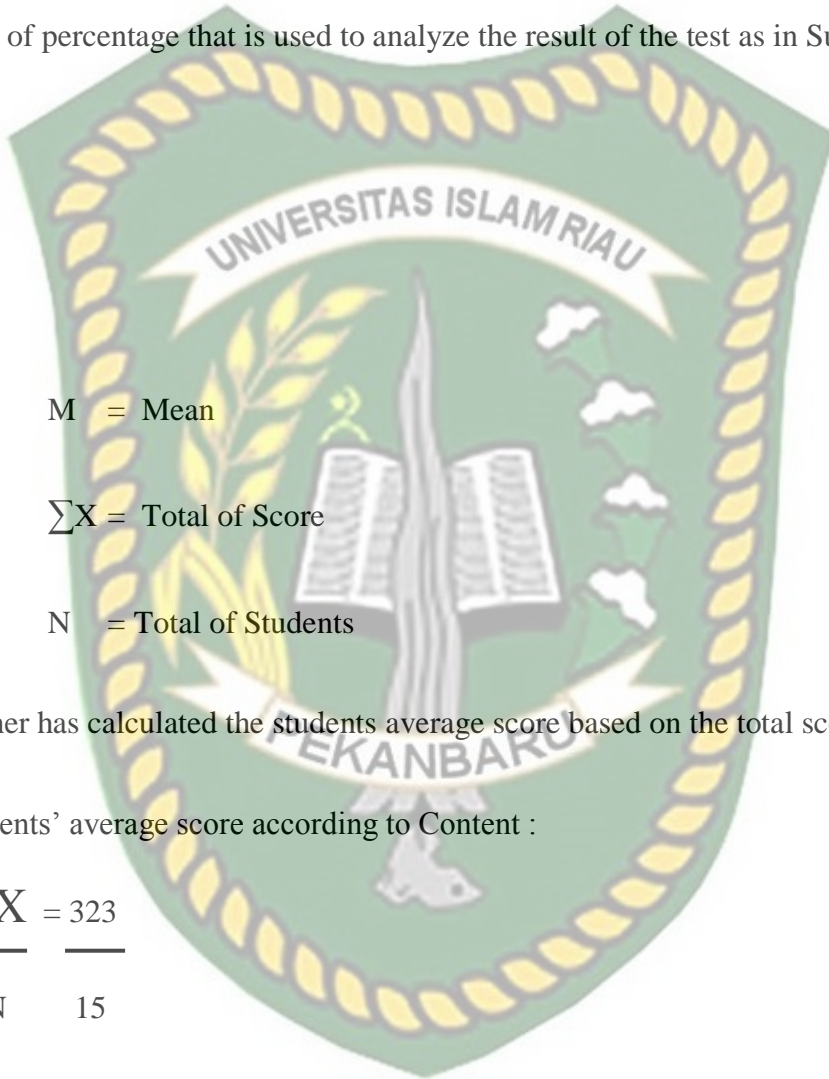
$$M = \frac{\sum X}{N} = \frac{323}{15}$$

$$M = 22$$

2. The students' average score according to Organization :

$$M = \frac{\sum X}{N} = \frac{228}{15}$$

$$M = 15$$



3. The students' average score according to Vocabulary :

$$M = \frac{\sum X}{N} = \frac{245}{15}$$

$$M = 16$$

4. The students' average according to Language Use :

$$M = \frac{\sum X}{N} = \frac{264}{15}$$

$$M = 17$$

5. The students' average according to Mechanic :

$$M = \frac{\sum X}{N} = \frac{56}{15}$$

$$M = 4$$

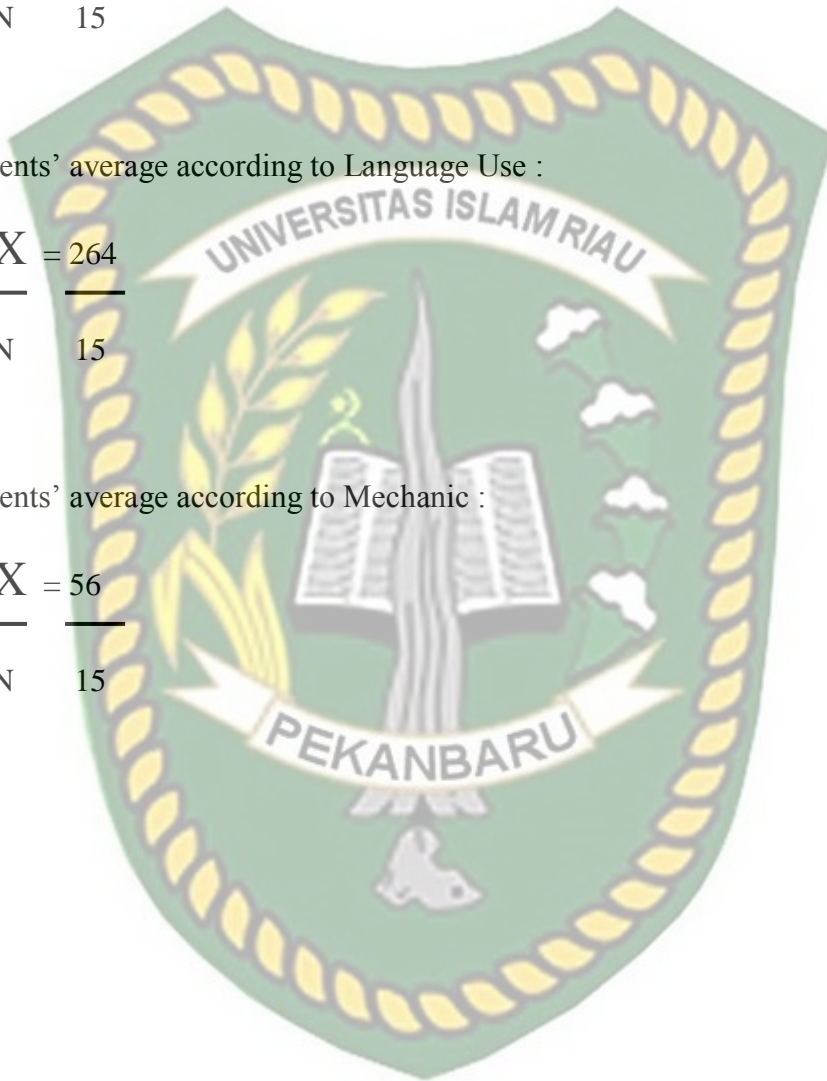
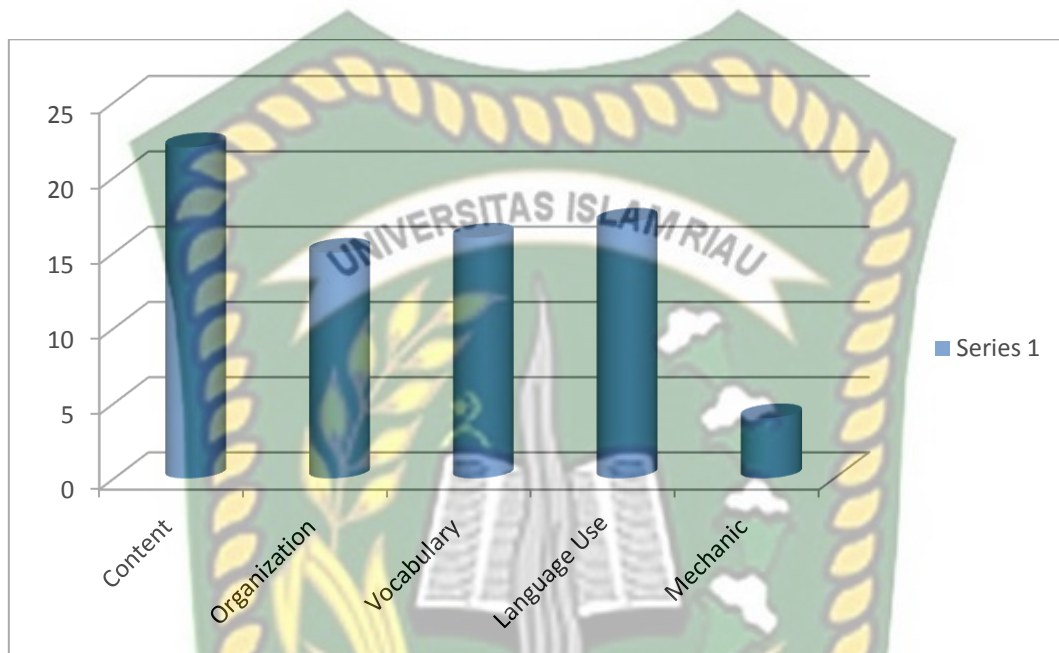


Figure 4.1

The Students' Writing Ability of Analytical Exposition Text



4.2 Discussion

Based on the diagram 4.1 above, it could be seen that the average of students' ability in writing analytical exposition text. In Content aspect has 22 points *Good to average level*, because they have limited knowledge of subject such as some of them did not know the topic. In Organization aspect has got 15 points with criteria *Good to average level*, because some of them make the story logical but some of them still confused when they determine the generic structure. In Vocabulary aspect has got 16 points with criteria *Good to average level*, because they still have lack of vocabulary they did not understand to choice of word and to make a good sentence. In Language Use aspect has got 17 points with criteria *Fair to*

poor level, because they still have lack vocabulary and make so many error in sentence. And the last in Mechanic aspect got 4 points with criteria *Good to average level*, some of them understand how to make good spelling, capitalization, and paragraphing but some of them still not understand to make good spelling, capitalization, and paragraphing. The total of students' score was 1 points and the average was 75,73 points the level ability is *Good*.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After obtaining and analyzing the data in the previous chapter, the writer present the conclusion at the last chapter of this paper. The conclusion is drawn based on formulated research question, as follow: the data description show that in students' ability in writing analytical exposition text. In this technique there are five aspects, they are: content, organization, vocabulary, language use, and the last mechanic. The technique can make students' understand with generic structure of analytical exposition text, there are: thesis, argument, and reiteration. In thesis at least the writer introduce the topic of writing test. The writer explain the topic to students' to make students' more understand. In argument, some of students' write the ideas and with the support to make the text more clearly. And in reiteration is the conclusion of the topic.

Based on the result, the students have in Content has 21 points with criteria fair to poor, because they have limited knowledge of subject such as some of them did know or did not understand with the topic. In organization has 17 points with criteria good to average, because some of them make the text with the logical order but they are confused when determine the generic structure. In vocabulary has got 17 points with criteria good to average, because the students' still lacks of vocabulary and still there are many errors word. In language use has 18 points with criteria good to average, because of they are lack vocabulary they become wrong in language use so many errors in sentence and made confused. And the last mechanic

has 4 points with criteria good to average, because some of them still make error spelling, punctuation, capitalization, and in paragraphing. The total

The students' who has very good score is Angelina Christine, she got 84 points in total. She has 22 points in content with criteria good to average, because she explain based on the topic. And overall she is good in writing. In organization she has got 20 points with criteria Excellent to very good, because she is good in writing based on the generic structure but she is good in writing so far. In vocabulary she has got 20 points with criteria excellent to very good, because she is good in writing in vocabulary. In language use she has got 18 points with criteria good to average, because she is good in choice word and to make a good sentence. And last in mechanic she has got 4 points with criteria good to average, because she made a good paragraphing bus overall she is good in writing.

5.2 Suggestion

From the conclusion above, there were some suggestion that are proposed that hopefully useful as following:

5.2.1 Some Suggestion for English Teacher

1. The teacher should be teaches the students' in writing absed on their prior knowledge.
2. The teacher should be provide writing text to be taught that closely related to the students' interest.
3. The teacher should motivates the students' prior to teaching learning process, especially in writing.

5.2.2 Some Suggestion for The Students'

1. Students' should be improved their attention on writing aspect like, vocabulary, grammar, content, organization and especially on mechanic (punctuation, spelling, capitalization, and paragraphing)
2. Students' should study more and respond in kearning process especially in writing.
3. Students' should realize that writing is one of language skill that they must master and they have potentials to be good writer.

5.2.3 Some Suggestion for other Researcher

1. The writer hope that the other researcher continue to find the other media or strategy to help students' problem in writing.
2. The writer suggest to other researcher who are interest to conducting in similar topic, the writer hope that other researcher can do better that what the writer has done in this thesis.

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