

## **An Analysis in Writing Analytical Exposition at Eleventh Grade Students' of SMAN 8 Jambi City**

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### **ABSTRACT**

This study focuses on the students' ability in writing analytical exposition texts in second grade at SMAN 8 Jambi City in the academic year 2020/2021. This study aims to determine the students ability in writing analytical exposition text in terms of the structure of the analytical itself, namely Thesis, Argument, and Reiteration. The purpose of this research is to see the students' ability in writing analytical exposition text. This research was conducted at SMAN 8 Jambi City. This research used a descriptive qualitative method by taking the sample used simple random sampling and then obtained XI IPS 2 with the total number of 36 students as subject of the research. The instrument used is writing test based on the topic that has been determined by this research. In this study this research used an assessment rubric adapted from the Hamp-Lyons theory used by a team of assessors who are experts in the field of writing. The result of this study showed the students' ability in writing analytical exposition text were: 6 students get very good criteria, 14 students get good criteria, 10 students get adequate criteria, and 6 students get poor criteria. This means, most of the XI IPS 2 at SMA N 8 Jambi City students got "good" criteria in writing Analytical Exposition Text. Therefore, students have to pay attention to their writing skills and all criteria that must be met to make good writing.

**Key Words:** *Analytical exposition, Writing test, Writing ability.*

### **INTRODUCTION**

The 2013 curriculum was developed by improving individual and group learning patterns while still paying attention to the development of the special potential of each student. One of them is the ability of students to write various kinds of texts in learning English. In accordance with the basic competencies of English subjects that must be mastered by senior high school students in class XI, namely writing Analytical Expositions, Invitation Letter, Reports on Observations, Complex Procedures, and Coherent Negotiations, in accordance with the characteristics of the text to be produced in writing.

There are four language skills that every student must have as a result of learning. The four types of skills are listening, speaking, reading, and writing. The four language skills are related to one another. One aspect of language learning in schools that has an important role is writing skills. Writing is a creative activity that uses spoken language into written form. Writing as a language skill requires a process of transferring thoughts into written form. Writing, as a productive skill,

requires a great degree of accuracy. Many language teachers agree that writing is in many ways the most difficult language skill to learn in comparison to other language skills (Hyland, 2003).

Writing is also one of the activities that students must face in the learning process. Writing skills are a person's ability to compile and use written language properly and correctly. Development of writing skills does not take place automatically. A person who wants to be skilled at writing requires regular learning and practice, especially in writing an exposition text. Writing ability is a complex ability, which requires a number of abilities and skills. This is because writing has an important role in indirect communication.

### **WRITING**

According to Nunan (2003) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraphs clearly. Essentially the process of writing involves creating a text that author assume the reader will recognise and expect. Texts are created in terms of how their authors

understand reality, in turn, these understanding are influenced by their membership of social group. Hyland (2002) said that writing has developed through increasingly sophisticated understandings of context. We recognize that meaning is not something that resides in the words we write and send to someone else, but is created in the interaction between writer and reader as they will make sense of these words in different ways, each trying to guess the intentions of the other.

Further, writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider to coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.

In addition, writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

### **ANALYTICAL EXPOSITION TEXT**

Anderson (1997) says that analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking.

### **RESEARCH METHODOLOGY**

According to Creswell, J. W. (2008) Research is a process of steps used to collect and analyze the information to increase our understanding of a topic or issue. This shows that research is a series of measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. This shows that research is a series of

measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. In this research, this research used qualitative research methods. Qualitative research reveals people's values, interpretative schemes, mind maps, belief systems and rules of living so that respondent's reality can be understood. It means that qualitative research demonstrates the beliefs, evaluative structures, mind maps, social values and living laws of people such that the experience of the participant can be interpreted.

To obtain the data needed to support this study, this research used a test method to collect data. According to Brown (2004), a test is a method for measuring or seeing a person's ability, knowledge, or performance in a particular domain, meaning that using tests can measure a person's ability or level of understanding.

This research used a writing test as an instrument to collect data. First, this research gave a topic to students about "The Dangerous of Gadget for Kids". Then this research asked the students to write an analytic exposition text on paper, next the students would send their writing via Google Classroom. Data analysis can be interpreted as the process of analyzing the data required from the research results. To analyze the data, this research used an analytical exposition text assessment rubric which was adapted from the Hamp-Lyons theory used by a team of assessors who are experts in the field of writing by combining the generic structure of the analytical exposition text.

**Table 1.**  
**Thesis**

<b>No</b>	<b>Score Level</b>	<b>Category</b>	<b>Criteria</b>
1	85-100	Very Good	1. It has a thesis statement and main idea that related to the topic that stated very clearly. 2. It indicates the writer's position about

			the topic. 3. It has specific topic and opinion.
2	70-85	Good	1. It has a thesis statement that related to the topic. 2. It indicates the writer's position about the topic. 3. Having broad topic and opinion.
3	50-70	Adequate	1. It has a thesis statement but not clearly stated. 2. Didn't mention the writer's position about the topic. 3. Having too broad topic and opinion.
4	10-50	Poor	1. It does not have a thesis statement or not related to the topic 2. The writer's position about the topic is not stated. 3. Having too broad topic and opinion.

*(adapted from the Hamp-Lyons theory)*

**Table 2.  
Argument**

No	Score Level	Category	Criteria
1	85-100	Very Good	1. Have one very clear topic sentence that is related to the thesis statement. 2. Have

			supporting details that are related to the topic sentence. 3. Supported by knowledge like definition, data, exemplification, and analysis.
2	70-85	Good	1. Have one topic sentence that is related to the thesis. 2. Have supporting details that are related to the topic sentence. 3. Argument does not have enough supporting knowledge like definition, data, exemplification and analysis.
3	50-70	Adequate	1. Have one topic sentence 2. Have supporting details 3. Argument does not have supporting knowledge.
4	10-50	Poor	1. Have one topic sentence but it is not related to the thesis. 2. Arguments have unrelated supporting details. 3. Argument does not have supporting knowledge.

*(adapted from the Hamp-Lyons theory)*

**Table 3.  
Reiteration**

No	Score Level	Category	Criteria
1	85-100	Very Good	1. Restated the thesis or writer's position with

			different way from the thesis statement. 2. Have a brief conclusion that related to the topic. 3. Reiteration does not have any new materials or explanation about the topic.
2	70-85	Good	1. Restated the thesis or writer's position similar to the thesis statement. 2. Have a conclusion that is related to the topic. 3. Reiteration does not have any new material or explanation about the topic.
3	50-70	Adequate	1. Restated the thesis or writer's position but not related to the topic. 2. Reiteration does not have a conclusion 3. Mention new materials or explanation about the topic.
4	10-50	Poor	1. Reiteration do not restated the thesis or writer's position. 2. Reiteration does not have a conclusion. 3. Mention new materials or explanation about the topic or mention unrelated to the topic.

(adapted from the Hamp-Lyons theory)

Adapted from Hamp-Lyons (1994) by combining with the generic structure of analytical exposition text. The total score of students writing from each part of generic structure was obtained by using the following formula:

$$TS = \frac{T+A+R}{3}$$

TS = Total Score

T = The scores of students' Thesis

A = The scores of students' Argument

R = The scores of students' Reiteration

The total scores from the assessors was calculated in order to get the mean. After that this research calculated the percentage of the analytical exposition text for Thesis, Arguments, and Reiteration through the following formula below.

$$P = \frac{F}{N} \times 100 \%$$

P = percentage of (thesis, argument, reiteration) written by students

F = frequency of students that got score for(thesis, argument, reiteration)

N = the total of the whole students (36 students)

Then, students writing was categorized into these categories (Hamp-lyons, 1992): The rating qualities for students' writing

Score	Rating Qualities
86-100	Very Good
76-85	Good
61-75	Adequate
10-60	Poor

(adapted from the Hamp-Lyons theory)

Next, based on the data of students' score from each scorers, this research analyzed students' writing descriptively based on the categorization of their generic structure. The description of students' writing was explained

specifically so that the readers can understand and comprehend it easily.

## FINDINGS

This research presents the result of the research and the analysis of the data that were collected through writing test. This research took one classes XI IPS 2 at SMAN 8 Kota Jambi. The total numbers of the students were 36 students.

Based on students' score from three aspects in writing analytical exposition text, this research also found the most dominant aspects students made in writing analytical exposition text.

**Table 4.**  
**Result of Student's Writing Analytical Exposition Text**

Score	Criteria	Frequency	Percentage
86 – 100	Very Good	6	16%
76 – 85	Good	14	38%
61 – 75	Adequate	10	27%
10 – 60	Poor	6	16%
	Total	36	100%

After analyzing data from student scores, this research concluded that the ability of students in writing Analytical Exposition is 11 students get very good criteria, 14 students get good criteria, 6 students get adequate criteria, and 5 students get poor criteria. Which means, most of the XI IPS 2 students got "good" criteria in writing Analytical Exposition Text. However, there are some problems in grammar, such as using inappropriate tenses, errors in vocabulary, diction, punctuation, and spelling mistakes.

## DISCUSSIONS

Analytical Exposition text is one of the compulsory texts taught in high school in Indonesia. The existence of Analytical Exposition text can be seen in the Indonesian language curriculum KBK (Competency-based Curriculum) 2004, KTSP (Education Unit Level Curriculum) 2006, and Curriculum 2013. This text is included in the

argumentative text. Arguments are needed to convince readers or listeners about something in the case. This text is included in the argumentative text. The function of this text is to persuade readers' or listeners' mind about something is exceptionally to be discussed. The language features of analytical exposition text are focus on the generic human and non-human participants, use simple present tense, use of relational processes, use casual conjunction, and enumeration is sometimes necessary.

The research problem refers to questions raised in a research project which clearly reflects what kind of answer is expected to be discovered through the process of research. The clearest research problems are those stated in a direct question or in an indirect question. The formulation of a research problem is the first and most important step of the research.

This research must have a clear idea with regard to what it is that researcher wants to find out about and not what researcher thinks. It usually takes quite a lot of time to find a good research problem and to state in a clear statement of research problem. It is not the way in stating the research problem that requires a researcher to spend a lot of time, but a researcher has to make sure that he/she knows enough about the topic of the research, the research problem is of high quality that the answer to be discovered will give some significance to theory as well as to practice. Answers to researcher questions, on the other hand, are not simply factual information, but inferences based on the result of analysis of the information or data collected and contain knowledge of patterns, rule, and regularities of the object being studied. After the research problem is selected, this research chooses the research topic, research field, data collection sources, data collection techniques, data collection instruments, and data analysis techniques. Therefore, stating the research problem is a very important step in a study. The quality of a study is largely determined by the quality of the research problem.

## CONCLUSIONS AND SUGGESTIONS

The conclusion of the research of an analysis in writing analytical exposition is found that the majority of the students who understand enough about how to write a good and correct analytical exposition text, but there are still some who do not fully understand. There are some errors in students' writing, such as errors in the use of tense, grammar and texts that students make do not complement the existing text structure. Students also have not enough understanding to explore and express their ideas.

After analyzing data from student scores, this research concluded that the ability of students in writing Analytical Exposition is 6 students get very good criteria, 14 students get good criteria, 10 students get adequate criteria, and 6 students get poor criteria. This means, most of the XI IPS 2 at SMA N 8 Jambi City students got "good" criteria in writing Analytical Exposition Text. Therefore, students have to pay attention to their writing skills and all criteria that must be met to make good writing.

Therefore, this research has some suggestions.

1. First, to the English teachers should be more pay attention on the student writing's ability. Teacher should give more time for teaching writing section. In teaching writing, teacher must teach the students about how to organize the ideas and put them into writing.
2. Second, for the students. The students were suggested being careful and keep on improving their ability in writing analytical exposition text also pay more attention to the teacher during learning process.
3. Third, for the next researcher that want to conduct the research about an analytical exposition try to find another theory in conducting the research in order to see whether there is a different result of teach.

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