


An Analysis of Students' Ability in Writing Analytical Exposition Text

 <https://doi.org/10.31004/jele.v6i2.166>

*Zuliani, Genta Sakti 

IAIN Bukittinggi

A B S T R A C T

This research aim at describing the second grade students' writing ability in analytical exposition text SMA N 1 Canduang. The researcher uses descriptive quantitative research design. This study concerns on analytical exposition text. Which are written by XI class of SMA N 1 Canduang. The total population was 100 students', distributed into four classes, 2 classes of IPA and 2 classes IPS. 2 IPA and 2 IPS were used as research sample, the four classes' consisted of 25 students. The result of the data analysis showed that the students' writing ability on an analytical exposition text at SMA N 1 Canduang was good. Base on the result there are one students' who are in poor level, four students' in moderate level, and then, five teen students' in Good level. At last, one students' in Very Good level. Overall, the ability of the eleventh grade of Senior High School 1 Canduang is in proficient level.

Keywords: *Analytical Exposition Text, Writing Ability*

Article History:

Received 13th December 2021

Accepted 30th December 2021

Published 30th December 2021



INTRODUCTION

According to (Harmer, 2004) writing as one of the four language skills has always formed part of the syllabus in the teaching of English. In the syllabus of English subject, students in senior high school are expected to master some genres of writing, such as narrative, report, recount, procedure, analytical exposition, and others. It means many of subject genres in writing but the researcher focused on analytical text which is taught at the first semester on the second grade of senior high school. Writing is a means to preserve language. It is a kind of language through visual symbols. It provides an excellent consolidating activity, because writing is also usefull for setting homework exercises and for some class text (Petel & Jain, 125). Writing is the tool of communication as well as the process of language learning. Davison and dowson assume that writing may enable writers to work out what they think about something and then communicate this to an audience. However, some forms of writing are more concerned with processes of learning than with communication (Davidson & Dowson, 2009). In writing analytical exposition text, students are expected to think critically toward phenomenon surrounding. They have that their idea is important matter and give arguments clearly. (Amelia, 2021) The students start learning to communicate through written form as they begin to interact with others at collage level. The

*Corresponding Author: Zuliani, e-mail: Anizuli65@gmail.com

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. According to (Imani, 2019) Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Those rules need to be understood in each component to make the reader understand the explanation as the writer write.

Analytical exposition is a type of text to argue that something is the case. In writing analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding. They are expected to provide some evidence to support their opinion. By using Group Investigation technique, students are able to work together in a group to analyze the topic of writing in order to find more information from many sources and the characteristics of analytical exposition text (Pardiyono, 2007). Then, they would write the analytical exposition text based on the generic structure and language feature of analytical exposition text. According to (Wignell, 1994) stated that analytical exposition text is used to persuade the readers or listener about something in the case. In line with explanation relate to (Djaharie, 2009) analytical exposition text is a text that elaborates the researcher's idea about phenomenon surrounding. The researcher should give the opinions from the topic to make the reader easily get the purpose of the text.

Base on the researcher's preliminary interview with the English teacher and some students at first grade in Senior High school SMA 1 Canduang. First, the researcher found that most of the students at grade eleventh had difficulty in writing analytical exposition text. the teacher said that the students have low ability in grammar. The reason is because the students feel that, it is not easy to writing concept in their brain to be a written language, students' problems, they were not interested in thinking more lack of vocabulary. Second, the students have any problem to write the correct grammar, content, organize the sentence and explore the ideas. And then, some of students are not able to write analytical exposition text based on generic structure. After that, they have problem to express about what they want.

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, Research from jarniarti (2012) her researcher entitled *senior High School Students Ability In Writing Analytical Exposition Text At Eleventh Grade Student of SMAN 1 Sungai Lasi Kab. Solok*. this research represents the descriptive research to describe the ability of the students class XI SMAN 1 Sungai Lasi Kab Solok. After several processes of data analysis, the researcher concluded that the students' ability in writing analytical exposition text was fair, where the average students' score was 2.0. In thesis indicator, the students' average score were 2.2. It proved that the students' ability in this indicator was fair. From argument indicator the students' average scores 2.5 that mean fair score. From reiteration indicator, the students' average scores were 2.2 that mean fair. And based on present tense indicator the students' average scores was 1.7, that mean poor. It can be explained by the result finding, the students' ability in writing analytical exposition text was fair. The suggestion from the researcher in this relevant research is the teacher suggested to pay attention to the generic structures and language feature of analytical exposition text in teaching writing, and the teacher should use various kinds of strategies and technique in teaching analytical exposition text, and give many exercises.

Second, 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. This conclusion was indicated by the fact that there were 3 students (6.52%) who had high ability, 29 students (63.04%) who had moderate ability and 14 students (30.43%) who had low ability. The ability of the second grade students can be seen in the following indicators, content was moderate (80.43%), organization was moderate (50%), vocabulary was moderate (43.38%), language feature was moderate (60.87%), and mechanic was moderate (65.22%). 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. Based on the research previous above there are some similarities with this research. The similarities are about the variable, the school grade, and the research method. Therefore, it is important to investigate the problems above in to a research and title "An analysis of students' Ability in writing Analytical Expositon Text at the Eleventh Grade of senior high School 1 canduang".

METHOD

The design of this research was descriptive quantitative research. Quantitative research was use to analyze the students writing ability in analytical exposition text which were: developing ideas, organizing ideas, grammar, vocabulary and mechanics. (Arikunto, 2006) points out that the quantitative research is a research which uses numerical system to find, interpreted and get the data. The population of the research was the eleventh grade students of Senior High School 1 Canduang 2019/2020. So, this research will take 20 students from the members of population. From 4 classes, the researcher will take 3 or 4 students in each class. This research used writing test as instrument to collect data. According to (Hughes, 1992) the best way to test people's writing ability is to get them to write. In collecting the data for this research, the researcher distributed the instrument of written test of analytical exposition text. The insrument will take from the teacher whose teacher in the class use syllabus analyticasl exposition in express their opinion. So the researcher would know description students' writing ability in analytical exposition. In collecting the data for this research, the researcher distributed the instrument of written test of analytical exposition text. The instrument of students writing test attached in. In analysis the data, the researcher used the students' document test analysis.

FINDING AND DISCUSSION

Based on the researcher observation at SMA N 1 Canduang, it was known that the teacher had used analytical exposition text in writing ability base on syllabus. The finding was intended to know description of analytical exposition in writing ability and the level of students' writing in SMA N 1 Canduang.

Description of the data

This part is focused on the data description. The data was collected from students' documents test is writing by using analytical exposition text. In the analyzing students' documents test, the researcher used three criteria assessment in writing they are: Grammar, Organization, Vocabulary and mechanics. It used to assess students' documents test.

The researcher explains the students' score from lowest, middle and highest, the lowest score is 48, middle is 64 and highest is 88. The students got score 48 as lowest score because students did not use grammar, vocabulary, mechanics and form correctly. First, on indicator grammar, errors of grammar or word order very frequent; reader often has torely on own interpretation. Second, on indicator vocabulary, vocabulary so limited and so frequent that

reader must often rely on own interpretation. Last, on form, individual ideas may be clear, but very difficult to deduce connection between them.

The middle of students' score is 64. First, on indicator grammar, errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension. Second, on indicator vocabulary, uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because inadequate vocabulary. Third, on mechanic, errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension. Last, on form, some of lack of organization; re-reading required for clarification of ideas.

The highest of students' score is 88. First, on indicator grammar, score errors of grammar or word order which do not, however, interfere with comprehension. Second, on indicator vocabulary, occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired. Third, on mechanic, occasional lapses in punctuation or spelling which do not, however, interfere with comprehension. Last, on form, material well organized; links could occasionally be clearer but communication not impaired.

Data analyzing

In order to analyze the data, the researcher explained the students' writing ability scores above one by one for each item and indicator of the research variable. Then, the researcher put the data into table. After getting the frequency of the data, the researcher made into bar diagram and distribution table of students' writing ability score. Furthermore, the researcher interpreted the data which was gotten based on table of interpretation. The researcher found that the scores which were gotten by the students were 48 until 88. The highest score was 88 and the lowest score was 48.

The discussions from the research is the description of analytical exposition that used by teacher in writing ability. It can be shown from the mean scores of students' writing ability scores. The interpretation table showed that the students mean score is 75. The score was obtained from the students' writing ability score in analytical exposition. The finding showed that the writing ability of the students with the score percentage 75 is good. To sum up, the ability of the students in writing analytical exposition text is good.

After the researcher counted the score of the students, it is found that the highest score is 88 and the lowest score is 48. Based on the diagram of score distribution. 1 student got the score between 86 - 90, 4 students' got the score between 81 - 85. It means that, based on rating 86 - 90 and 81 - 85 there are 5 students got interpretation Very Good in writing ability. 8 students' got the score 76 - 80, 4 students got the score 71 - 75 and 3 students' got the score 66 - 70. It means that, based on rating 76 - 80, 71 - 75, 66 - 70 there are 15 students' got interpretation good in writing ability. At last, 4 students' got the score 51 - 65 and 1 students got the score 48 - 50 as the lowest score.

CONCLUSIONS

The conclusion from the research is after the data from the students' result, the researcher found that the highest score is 88 and the lowest score 48. Based on the diagram of score distribution, 1 student got the score between 86 - 90, 4 students' got the score between 81 - 85, it means that, based on rating 86 - 90 and 81 - 85 there are 5 students got interpretation Very Good in writing ability. 8 students' got the score 76 - 80, 4 students got the score 71 - 75 and 3 students' got the score 66 - 70. It means that, based on rating 76 - 80, 71 - 75, 66 - 70 there are 15 students' got interpretation good in writing ability. At last, 4 students' got the score 51 - 65 and 1 students got the score 48 - 50 as the lowest score.

ACKNOWLEDGEMENT

The author thanks to Journal of English Language and Education for publishing this article



© 2021 The Author. This article is licensed CC BY SA 4.0.

visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



REFERENCES

- Amelia, Y. (2020). An Analysis on The Students' Writing Skill in Writing Class. *Journal of English Language and Education: 5(2)* , 25 December.
- Arikunto, S. (2006). *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rinerka Cipta.
- Davidson, & Dowson. (2009). *Learn To Teach English in The Secondary School: A companion to School Experience*. London: London: Routledge.
- Djaharie. (2009). *Easy Writing*. Bandung: Bandung: Yrama Widya.
- Harmer, J. (2004). *How tp Teaching Writing*. Essex: Essex: Pearson Education Limited.
- Hughes, A. (1992). *Testing For Language Teachers*. Cambridge: Cambride University Press.
- Imani, F. O. (2019). The effect of using hero quest strategy toward the students writing skill of recount text. *Journal English and Education: 4(2)*.
<https://jele.or.id/index.php/jele/article/view/48>
- Pardiyono. (2007). *Teaching writing*. Yogyakarta: Yogyakarta: Andy Offset .
- Petel, & Jain. (125). *English Language Teaching*. Jaipur: Jaipur Sunrise Publisher and Distributor.
- Wignell, G. &. (1994). *Making Sense of Functional Grammar*. Sidney: Sidney: Gerl Stabler.