

**IMPROVING SENIOR HIGH SCHOOL STUDENTS' ABILITY  
IN WRITING AN ANALYTICAL EXPOSITION TEXT  
THROUGH  
CRITICAL MEDIA LITERACY**

PAPER

*Submitted as a Partial Fulfillment of the Requirement  
For Strata One (S1) Degree*



By:  
**ZULFIYATI. SY**  
**64041/2005**

Advisor  
**Drs. Saunir Saun, M. Pd.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ART  
STATE UNIVERSITY OF PADANG  
2010**

## ABSTRAK

**Zulfiyati Sy. 2010. *Improving Senior High School Student's Ability in Writing an Analytical Exposition Text through Critical Media Literacy*. Jurusan Bahasa dan Sastra Inggris, UNP Padang**

Kurikulum KTSP yang saat ini tengah digunakan di Indonesia mengharuskan siswa SMA kelas II memiliki kemampuan menulis *analytical exposition text* dan beberapa jenis teks lainnya. Dilihat dari *language features* dan *generic structure*nya, *analytical exposition text* adalah jenis teks yang agak sulit bagi siswa. Salah satu penyebabnya adalah pemakaian strategi yang kurang tepat oleh guru mata pelajaran.

Untuk mengatasi hal tersebut, makalah ini membahas *Critical Media Literacy Strategy*. *Critical* (cara berfikir kritis), *Media Literacy* (media masa dan periklanan). *Critical Media Literacy* adalah teknik yang sering digunakan untuk menganalisa dan mengevaluasi media masa/periklanan bertolak dari hubungannya dengan nilai sosial, hukum dan budaya. Dalam teknik ini siswa diarahkan untuk berfikir kritis terhadap topik (iklan) yang diberikan oleh guru. Dalam penerapan teknik ini siswa nanti akan dibimbing untuk menulis sebuah *analytical exposition text* berdasarkan media masa (iklan) yang telah mereka analisa.

Langkah-langkah dalam teknik pembelajaran ini adalah siswa membahas apakah iklan tersebut benar menjual mutu dari produk mereka atau hanya menjual janji serta efek negatif dari iklan tersebut terhadap konsumen. Siswa akan bekerja dalam kelompok yang terdiri dari 2 sampai 3 orang. Dalam kelompok masing-masing siswa nanti akan dibimbing untuk menganalisa iklan tersebut dan siswa harus mengemukakan pendapat mereka sehubungan dengan iklan tersebut. Setelah itu, siswa diminta menuliskan pendapat mereka dalam bentuk *analytical exposition text*. Hasil kerja siswa dalam bentuk *analytical exposition text* ini akan dinilai oleh guru. Kemudian guru memberikan kesimpulan terhadap hasil teks yang mereka buat. Setelah itu barulah siswa menulis sendiri *analytical exposition text* berdasarkan kesimpulan yang telah dibuat.

Melalui penerapan strategi *Critical Media Literacy* diharapkan dapat memotivasi siswa untuk lebih aktif dan dapat mengembangkan kemampuan menulis siswa dalam menulis *analytical exposition text*.

## ACKNOWLEDGEMENTS



*Alhamdulillahirabbil 'Aalamin.* I would like to express my praise to Allah SWT., the Almighty and most Worthy of praise, who had given me a chance, knowledge and strength in finishing this paper entitled “Improving Senior High School Students’ Ability in Writing an Analytical Exposition Text through Critical Media Literacy. I also send *Shalawat* along with greetings to Prophet Muhammad SAW, the last prophet, and the greatest leader of human being.

Moreover, I would like to dedicate my sincere gratitude and appreciation to my advisor, Drs. Saunir Saun, M.Pd. for his professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning to finishing this paper. A sincere gratitude also to all lecturers involved in my examination: Rusdi Noor Rosa, S.S., M.Hum. and Refnaldi, S.Pd., M.Litt. for the improving suggestions and comments.

Then, I would also like to express a great gratitude to my academic advisor, Dr. Hj. Kurnia Ningsih, M.A. for her support and attention during my study, Drs. Kusni, M.Pd. as the chairperson of English Department, Dra. An Fauzia Rozani Syafei, M.A. as the secretary of English Department and all lecturers who have taught and guided me during my study.

Beside that, I also would like to dedicate my sincere gratitude to my beloved parents, *Ayahanda* Syafril and *Ibunda* Erniza Naumar for their prayers, love, patience, cares, understanding and supporting. I never stop trying to do the best for them. I am really proud to have parents like them. Moreover, I express my

thanks to my dearest brothers Oki and Iim. I always make them all as the spirit in my life and I love them very much. For my lovely grandma Muniar and Zainab (late), you are the coolest grandma ever. I would like to address my special thanks for my beloved boyfriend Young Chandra for not stopping shows his wonderful love, care and support.

Then, I cannot ignore my friends at the English Department of State University of Padang, with whom I often discussed and shared ideas and also for support, comments and suggestion. Finally, I would like to thanks all friends in *Pondok Suri*, for their support and corporation. With you and because of you all I learn everything in life.

Padang, Augustus 2010

Zulfiyati Sy

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English subject is one of the important subjects to be learned at all education levels. It has been taught from early school to university. Another reason to say about the important of English role is that it becomes one of the important subjects to be tested in *Ujian Akhir Nasional (UAN)*.

In learning English as a foreign language, there are four skills that must be mastered by the students: listening, speaking, reading, and writing. Among the four skills writing is one of the important skills. This skill helps the learners to deliver their ideas and thoughts in written language. In this course the students who love English subject must be helped very much to be success in English test as well as writing test.

In order to be successful in writing, the students must have good writing strategies and motivation. They should have purposes in writing so that they know what they want to write texts or paragraphs. In fact, there are several purposes that students should understand in writing a text, for example to explain, to describe or to persuade. By understanding the purposes, the students will understand their position in organizing their writing. Next, it is also necessary for them to have prior knowledge or background knowledge about the text they want to write. Thus, if they have these, it will be easier for them to organize the texts.

The development of student's ability in writing the English texts does not only depend on themselves, but also depends on the teacher's strategy to conduct teaching and learning activity at the classroom. Students will have a good ability in writing if the teacher has a good strategy or technique to guide them in writing the texts. Therefore, teachers should have good approaches with various techniques during their teaching and learning activity.

The current English curriculum, KTSP (*Kurikulum Tingkat Satuan Pendidikan*) assigns the teaching of English based on the "genre"- as it is called the genre based approach. There are several genres introduced at Senior High School, they are descriptive, narrative, recount, procedure, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Here, the analytical exposition text is one of the difficult texts for the students. This is introduced since the beginning at the grade eleven. In the analytical exposition text, students may get in touch with several current topics or issues. The analytical exposition means to read and write their argument about the topic chosen. Furthermore, an analytical exposition text also provides them with analytical thinking about topic and that is why this genre seems to be very important. This is also the reason why the students get difficulties in writing this text that is creating their analytical thinking.

The analytical exposition text is considered difficult than the other genre, because in this text the students should be able to organize generic structure of the text. The most difficult part is in organizing their argument to



write in an essay. The students should create and develop their ideas and opinions related to the topic. This problem has become one more problem for the student in writing an analytical exposition text, besides the same problem they find in writing the other texts, they need to give attention to punctuations, spellings, cohesion, and grammar in order to make the sentences be understandable to the reader. Those are the reasons why students still have many difficulties in writing this text.

There are many problems that students find in writing an analytical exposition text. First, less attention to the guidance from the teacher is also considered as a problem for the student in writing an analytical exposition text. Based on the writer's interview with the English teacher, the students often ignore the guidance from the teacher. They just write what is in their mind without considering about the relation with the topic. Then, they also have a difficulty in organizing the text because sometimes they have difficulty in finding the idea to write. Moreover, most of the students do not have interest to study English because they think that English is a difficult subject to be understood especially in writing. After that, they also lack of English vocabulary and have a very limited writing ability. As a result, if teacher asks them to write they just write a poor writing.

Based on the writer's observation and interview with the English teacher, it can be concluded that actually the main problems are related to the strategy used by the teacher. The teacher only asks the students to read the text aloud after giving the pre-writing activity. Then, the teacher asks the student

to read text aloud individually in front of the class or in their sit. This activity is done one by one. Then, the teacher teaches some difficult words of the text before asking them questions to be answered. After that, the teacher and the students translate the texts. Next, the students answer the question related to the text and discuss it with the whole class. Finally, the students write a text such text they read before. This monotonous activity might make students uninterested to do writing activity.

In order to be able to write a good analytical exposition text, the students also need motivation. Besides the strategy, the motivation also affects the student's ability in writing analytical exposition text. The teacher should be able to gain and build student's motivation during writing activity in the class. If the students have a good strategy and high motivation, they will make a good writing of analytical exposition text. So, the teacher should make the students have high motivation during the writing class by trying to find a good strategy.

To overcome those problems, the teacher should apply several methods or techniques to improve students' writing ability on analytical exposition text, such as providing them with interesting reading materials (story books, Kangguru magazine, newspaper, cassettes, etc.), providing teaching media, such as; English cassettes, CDs, and tape recorders. These materials are aimed at improving student's writing ability on analytical exposition text.

One technique that can help students to improve their ability in writing an analytical exposition text is by adapting Critical Media Literacy. Critical Media Literacy is a technique which guides the students to think critically about the media literacy by analyzes and evaluates the mass media. In this technique the students will be guided by the teacher to think critically on the mass media they hear and watch everyday. Then, the students will organize their arguments in an analytical exposition text based on their analyzing and evaluating.

Here, the teacher monitors and guides the students to understand, analyze, and evaluate the advertisement in term to find hidden message of the advertisement in mass media. Here, the teacher asks the students to think about the whole advertisement and asks them to comment to negative side, that the advertisement is always manipulating people with lies. It always guides the costumers to forget about the negative effect of the product.

This activity is to help students to develop their arguments through their critical thinking in order to help them to write an analytical exposition text later. The students will be helped to organize their idea to be written in the essay. After that, the teacher asks the students to write an analytical exposition text.

## **B. Limitation of the Problem**

The problem in this paper is limited to the discussion of improving senior high school student's ability in writing an analytical exposition text through Critical Media Literacy technique.

**C. Formulation of the Problem**

The problem formulation of this paper is designed as follows: “*How can Critical Media Literacy improve senior high school student’s ability in writing an analytical exposition text?*”

**D. The Purpose of the Paper**

This paper is expected to be useful for the students in improving their ability in writing an analytical exposition text.