

THESIS
GRADE TWO STUDENTS' WRITING ABILITY
OF ANALYTICAL EXPOSITION TEXTS AT
SMA NEGERI 1 LEMBAH MELINTANG

Submitted as a Partial Fulfillment of Requirements
to Obtain the Undergraduate Degree



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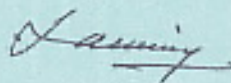
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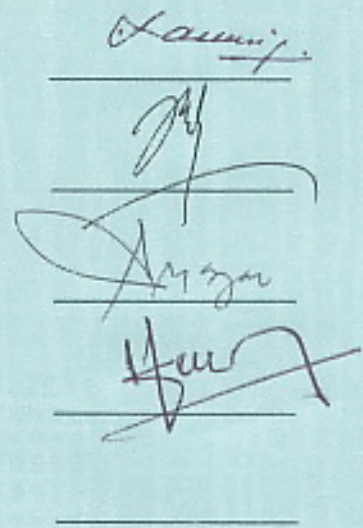
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ABSTRAK

Harika, Ulviza. 2004. *Grade Two Students' Writing Ability of Analytical Exposition Texts at SMA Negeri 1 Lembah Melintang*. Skripsi Program Studi Pendidikan Bahasa Inggris. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa SMA Negeri 1 Lembah Melintang dalam menulis sebuah teks *analytical exposition* ditinjau dari struktur umum teks dan unsur tata bahasanya.

Penelitian ini adalah penelitian deskriptif dengan populasi siswa kelas 2 SMA Negeri 1 Lembah Melintang. Penarikan sampel dilakukan dengan menggunakan *random sampling technique* untuk mendapatkan 10 % dari populasi. Instrumen yang digunakan adalah tes menulis yang diadakan sebanyak dua kali. Sementara itu, data yang diperoleh dianalisa dengan menggunakan analisa deskriptif.

Hasil penelitian menunjukkan bahwa secara umum kemampuan siswa dalam menulis teks *analytical exposition* dikategorikan baik. Hal ini dapat dilihat dari kemampuan siswa menulis struktur umum teks yang terdiri dari *thesis statement*, *arguments*, dan *reiteration* yang baik, dan didukung oleh kemampuan siswa dalam menggunakan unsur tata bahasa *analytical exposition* yang juga baik. Diharapkan kepada pihak sekolah terutama guru agar menjelaskan secara lebih terperinci mengenai struktur umum teks dan unsur tata bahasa yang penting dalam sebuah teks *analytical exposition*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, writing skill becomes more important because of the development of knowledge, information and technology. Writing is one of the skills that have to be mastered by the students in order to make them capable in doing their tasks in college later. The students are assumed to continue their studies to a higher level to pursue their goals. By mastering writing, they would be able to write reports, articles, and other assignments in college.

Considering the importance of writing skill, Indonesia government has already mandated the English subject for junior and senior high schools in the national curriculum. In teaching English, the teacher uses a method which is called *genre-based approach*. It is an approach that is used to teach English by using some genres or different kinds of the text. The purpose of using this approach is to make the teaching learning process more communicative. In *genre-based approach*, teachers help the students to develop their writing skills by introducing them to the genres through the model of the reading text where they are explicitly taught about the social functions, the generic structures and lexicogrammatical feature of the text. By introducing the students to the model of reading texts, they are expected to know and comprehend the differences among the types of the text in English. And finally, they are expected to be able to write their own texts with the right order of generic structures and the correct use of the lexicogrammatical features of the text.

However, students often have difficulties to achieve the social function of the text. In writing a text, students tend to write without fulfilling this social characteristic of the text. It is hard for them to share their ideas and write with correct order of generic structure, reach the purposes of the text social function and using certain language features.

Based on the researcher's experience during the teaching practice at school before, it can be seen that the students were lack of ability in writing. This problem is not only caused by the students themselves, but also the teachers. The researcher assumed that this problem is caused by some factors. These factors are the teaching technique, the material, the media, the students' motivation and the teaching facilities.

The teachers tend to teach the students by using a certain technique without noticing whether the students are interested in learning or not. This way makes the students bored and lack of motivation. As a result, the students do not understand what the teacher explained.

Besides, the teachers also sometime cannot select the suitable materials which can attract the students' attention. Even though there are the handbooks used in school, this sometimes does not help the students to increase their ability in writing. The materials are regarded monotonous and not interesting. That is why the students' achievement in writing is still low.

The teachers are also unable to use the teaching media to facilitate learning. If the teacher uses it, she/he does not use it appropriately. It means that the media does not help the students to understand the lesson. Frequently, the media used is

too small, too vague and unclear. The teacher seems to ignore the function of media itself.

As stated above, the teaching of writing in Indonesian school today is based on genres. This is a new thing in our education, because it is newly introduced in our curriculum. That is why most of the teachers do not have enough knowledge to apply them in the classroom. The inability of the teachers to apply the teaching of genres has brought the consequences to the students in understanding the teacher's explanation.

In senior high school, there are some genres taught to the students: recount, narrative, procedure, descriptive, news items, reports, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. Analytical exposition is a kind of text which function is to persuade the reader or listener that something is the case. Analytical exposition is taught to grade two students in the first semester. Since it is a kind of text they have never learned before, the researcher is interested to find out the students' ability in writing an analytical exposition text.

Analytical exposition is a kind of text which is popular among science, academic community and educated people. Besides, analytical exposition is often used in scientific books, journals, magazines, newspaper articles, academic speech or lectures and research report which will always be found by the students in their daily academic activity. Furthermore, by having the students to write analytical exposition text, it can stimulate their critical thinking in giving comment on something. So, they can express their own arguments based on their own analysis.

Thus, it is important to conduct a study about the ability of the grade two students of Senior High School in writing analytical exposition text which focuses on the generic structure and the significant lexicogrammatical features of the text.

B. Identification of the Problem

In writing an analytical exposition, most of students often face the problems related to the generic structure and lexicogrammatical features. The problems in its generic structures might be dealing with thesis statement, points and arguments, and also reiteration. The thesis statement should be stated at the beginning of the text, but some students do not state the thesis statement. Related to the arguments, some of the students do not give strong evidence and elaboration. Sometime, the students do not give the reiteration at the end of the text. The lexicogrammatical features deal with words, phrases, clauses or sentences and the grammar of the text. Each text is created with a specific tense, for the analytical text, it uses the generic human and non-human participants, the simple present tense, material processes or action verbs, and the use of cause and effect conjunction. Several mistakes are often made by the students are the incorrect use of the lexicogrammatical, as a result the social function of the text cannot be fulfilled.

C. Limitation of the Problem

Based on the identification of the problem above, the problem of this research is limited to the analysis of grade two students ability in writing an analytical exposition text in SMA Negeri 1 Lembah Melintang viewed from the generic structure and lexicogrammatical feature they used.

D. Formulation of the Problem

The problem of this research is formulated in this following question: “How is the grade two students ability in writing an analytical exposition text in SMA Negeri 1 Lembah Melintang viewed from the generic structure and lexicogrammatical feature they used?”

E. Research Questions

The problem of this research is elaborated in the following questions:

1. How is the ability of the students in writing the thesis statement of the analytical exposition text?
2. How is the ability of the students in writing the arguments of the analytical exposition text?
3. How is the ability of the students in writing the reiteration of the analytical exposition text?
4. How is the ability of the students in using the correct grammatical features for an analytical exposition text?

F. Purposes of the Research

The purposes of the research are:

1. to identify the ability of the students in writing the thesis statement of the analytical exposition text.
2. to identify the ability of the students in writing the arguments of the analytical exposition text.
3. to identify the ability of the students in writing the reiteration of the analytical exposition text.

4. to identify the ability of the students in using the correct grammatical features for an analytical exposition text.

G. Significance of the Research

There are some significances of this research as the followings:

1. Theoretically, the result of this research can be an intellectual contribution to the development of teaching English, especially writing. Besides, this can also be used as a basic for further researches.
2. Practically, the result of this research is expected to provide information for those who have great curiosity in analyzing the students' writing ability.
3. The result of the research may provide insight and ideas of how to teach writing English in the classroom. So that the teacher will be able to choose the strategies that will be helpful in teaching writing.

H. Definition of Key Terms

To avoid misunderstanding on some conceptual terms, it is important to put a clear definition of some key terms used in this study.

1. Students' writing ability : the students of SMA Negeri 1 Lembah Melintang ability in producing or writing an analytical exposition text as seen in their scores.
2. Analytical Exposition text : a kind of text whose social function is to persuade the readers that something is the

case which is written by the students as writing assignments.

3. Generic structures : the structures or elements that build the entire analytical exposition text.
4. Lexicogrammatical features : the aspects of writing an analytical exposition text which deal with words, phrases, clauses or sentences that are acceptable because it follows the rules of a grammar of the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

Writing has been introduced at any school levels and has become an important part in learning. One of the general objectives of the teaching writing in a foreign language is to get the learners to acquire the abilities and skills they need to produce a range of different kinds of the written text. There are many definitions and opinions about writing proposed by the experts as follow:

Raimes (1983) states writing will help the students in learning a language. Firstly, writing reinforces the grammatical structures, idioms and vocabulary that the teacher has taught to the students. Secondly, when the students write, they also have enhanced to be adventures with the language. He also adds that there are several reasons why someone does writing. For instance, the writer can communicate with a reader, sharing or express the ideas without the pressure of face to face communication. The writer can explore a subject and a record experience; also become familiar with the convention of written English discourse.

Leki (1991) asserts that writing is the natural outlet for the students' reflections on their speaking, listening and reading experiences in their second language. This means that writing is the process of producing an essay or a paragraph developed by the students based on what they think they want to say. Meyer (1992) defines writing as a process of learning how to use written language to inquire a subject. By writing, the writer can show their ideas and opinion to the

reader based on what they have already discovered and learned. Therefore, it is a tool for thinking which can be medium for thought because it can help us to solve problems, to identify issues, to construct questions, and to reconsider something, which has already figured out in our mind.

Raimes in Yan (2004) states that writing is a cognitive and learning experience that helps someone to find out what she/he wants to say. Thus, writing is an activity which combines words to form meaningful messages that the writer wants to express experience, ideas and thoughts. Deen (2006) adds writing is a process of transferring ideas, experiences and feeling into a written form. It needs process of learning and practicing because it is the reflections of students' knowledge in mastering the other skills.

From the definitions above, a conclusion can be drawn that writing is not only a tool to explore the students' ideas, feelings and opinions but it is also the students' reflections of their speaking, listening and reading experiences in their second language.

B. Analytical Exposition Text

Analytical exposition is one kind of genres or texts that are learned in Senior High School especially in grade two. Gerot and Wignell (1994) state an analytical exposition is used to persuade the reader or listener that something is the case. Generic structure of an analytical exposition consists of thesis statement, arguments and reiteration. First, thesis statement contains position that introduces topic and indicates the writer's position, and also preview that is used to outline the main the main arguments to be presented. Second, arguments consist of point

to restate main arguments outlined in preview and elaborations to develop and support each argument. Third, reiteration is the conclusion which is used to restate the writer's position. According to Martin in Painter (2001), analytical exposition text functions to explain some aspects of the world and bring the address see to share the writer's point of view. Painter (2001) adds that analytical exposition text has three main steps to achieve a successful exposition. First, general position to be argued is presented, then arguments are provided in its supports and last thesis is represented as an outcome of the arguments in reiteration.

Depdiknas (2003) defines that analytical exposition text is the text that is used to persuade the reader or listener that something is the case. Meanwhile, Zumakhsin (2005) states analytical exposition text is used to persuade the reader or listener that something is an important matter. Bludus (2007) adds analytical exposition as a text that elaborates the writer's idea about phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. First, the thesis introduces the topic and indicates the writer's position; next the arguments explain and support the writer's position and last reiteration restates the writer's position. Moreover, Ramdhani (2009) defines that analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

1. Generic Structure of Analytical Exposition Text

Basically, every type of writing has the same generic structure. This structure is important in helping the writers to inform, persuade and express their personal opinions and emotions. The structure of an effective writing follows a basic pattern: beginning, middle and ending. In analytical exposition text, beginning is called thesis, middle is called arguments and ending is called reiteration.

a. Thesis statement

An analytical exposition text begins with a thesis that declares the main point and controlling the entire of the text. A thesis statement is the most important sentence in essay, paragraph or text. It is the main idea for whole writing; it frequently shows the number and the content of the body paragraphs. Clear thesis statements are essential for writing in English. A good thesis statement will lead the reader to understand what the writer writes. In the thesis of an analytical exposition text, there are statement of position and preview. Position, here the writer introduces the topic and indicates the writer position. Preview, the writer outlines the main arguments to be presented.

According to Cordgill (1999), a successful thesis has three characteristics. First, it should be potentially interesting to the readers. Second, it should be as specific as possible. Third, it must be focused on a topic to make it manageable. According to Boardman (2002), there are several rules of a thesis statement. First, a thesis must be a statement, not

a question. Second, a thesis statement must be a complete sentence. This means that it must consist of at least a subject and a verb with a tense. Third, a thesis statement is an opinion; it cannot be a simple statement of fact. Fourth, a thesis statement must state the controlling idea. This means that the writer must state his/her opinion on the topic; he/she cannot simply announce the topic of his /her writing. Last, a thesis statement should have only one controlling idea.

Wyrick in Hall (2004) says that a good thesis statement introduces topic and the controlling idea. It states the writer's opinion about a subject and the controlling idea of the entire text. It is not a statement of absolute fact. Next, it is narrowed to fit the writing. It is a very specific statement that covers only what to be discussed in the body paragraph. Last, a good thesis statement is clearly located in the first paragraph.

Djuliarso (in Anita, 2006) mentions four characteristics of good thesis. Firstly, it should be a complete sentence. A sentence in an independent group of words expresses a complete thought. Secondly, it should be unified; expresses only one central idea. Thirdly, it should be restricted; the central idea is narrowed down from general to specific topic. Lastly, it should be specific, not using vague words.

The Writing Center of University of North Carolina (2007) states a good thesis statement should tell the reader how the writer will interpret the significance of the subject matter under discussion. It is a road map for the paper; in other words, it tells the reader what to expect from the

rest of the paper. It directly answers the question asked of the writer. A thesis is an interpretation of a question or subject, not the subject itself. It also makes a claim that others might dispute. The thesis statement is usually a single sentence somewhere in the first paragraph that presents the writer's argument to the reader.

b. Arguments

The main body consists of one or more paragraphs of ideas and arguments. Each paragraph develops a subdivision of the topic. In the argument, the writer composes several sentences that support the thesis statement. Arguments express a point of view on a subject and are developed by using evidence that support the idea.

According to Kahane and Cavender (1998), good arguments have three specific characteristics. Firstly, all its premises are true. It means that the premises, the reasons for accepting the conclusion must be true or at least believable in order the argument to be cogent. Secondly, it considers all relevant information. It means that good arguments also consider all information likely to be relevant. This includes addressing counter arguments and objections to both the premises and the conclusion. Thirdly, it is logically valid. Validity defined very loosely means that the premises do in fact, give readers reason to accept the conclusion the writer put.

Based on Depdiknas (2003), arguments consist of point and elaboration. In the point, the writer restates main arguments outlined in

the preview, and in elaboration, the writer develops and supports each point/argument to prove the thesis statement and gives supporting details or examples to support their arguments. Eipstein (2005) says that a good argument is one in which the premises give good reasons to believe the conclusion is true and a good reason is one that presents a conclusion and then gives good reasons for accepting it.

Kies (2006) states arguments refer to the process of reasoning by advancing proof. Arguments have several goals; primary goal is to persuade and move the audience to accept his/her position on an issue and secondary goal is for the writer to articulate why she/he choose the stance that she/he does on an issue.

Savellos (2007) says a good argument supports the thesis statement relevantly. It relies only on premises that the readers will take as true. It uses variety kinds of support, such as: reason, analogies, the fact of the case, a commonsense explanation about what will cause what, examples, and illustrations. It is simple, clear and focused.

c. Reiteration

The conclusion paragraph of analytical exposition text is called reiteration. The writer restates his/her position about the thesis statement in this paragraph. Here, the writer has the last chance to persuade the readers of the thesis idea. The reiteration will bring the paper to a natural and graceful end, and it leaves the reader with a final thought on the subject.

According to Muhyidin (1998), a good reiteration should meet some criteria. It restates the main point discussed in the body paragraph. It restates the thesis in different style of sentence in order to avoid the repetition. It should not bring up a new topic. Boardman (2002) states that a reiteration consists of a summary of the points made in the body paragraph, a statement of the thesis statement or a final comment on the topic. And a reiteration should never introduce new information about the topic of the writing. New information should go in another body paragraph, not in concluding paragraph. So, in reiteration, it should be clearly signal to the reader that the writing is finished and leave a clear impression that the purpose of the writing has been achieved.

In conclusion, an analytical exposition text should be arranged in the correct generic structures. The generic structures namely thesis statement, arguments and reiteration should be written clearly and flow naturally with the beginning, middle, and ending of the text.

2. Lexicogrammatical Features of Analytical exposition Text

The lexicogrammatical features are aspect of writing which deals with words, phrases, clauses or sentences that are acceptable because it follows the rules of a grammar of the text. There are several significant lexicogrammatical features of analytical exposition text proposed by experts. They are almost similar to each other.

Based on Depdiknas (2006), analytical exposition's dominant language features are using modal, using action verbs, using thinking verbs, using

adverbs, using adjective, using technical terms, using general and abstract noun and using connectives or transition.

Bludus (2007) states that the lexicogrammatical features of analytical exposition text should have these criteria; firstly, it uses relational process; secondly, it uses internal conjunction; thirdly, it uses causal conjunction; lastly, it uses Simple Present Tense.

According to Ramdhani (2009), the lexicogrammatical features of analytical exposition text have some characteristics: first, it focuses on generic human and non-human participants. Second, it uses mental processes to state what the writer or speaker thinks or feels about something. Third, it uses evaluative words. Fourth, it often needs material processes. It is used to state what happens. Fifth, it usually uses Simple Present Tense and Present Perfect Tense. Last, enumeration is sometimes necessary to show the list given arguments.

In conclusion, there are some significant lexicogrammatical features of analytical exposition text that must be recognized by the students when they want to write it. Generally, the experts emphasize the significant lexicogrammatical features of an analytical exposition test: first, analytical exposition focuses on generic human and non-human participants; second, it uses Simple Present Tense; third it uses material processes or action verbs; and last, it uses conjunctions.

C. Teaching Analytical Exposition Text in Senior High School

Analytical exposition text is a kind of genre that is taught to the grade two students in the first semester. In teaching a genre, teachers need to begin the lesson by introducing the purpose and context of the text and end it later on by asking the students to tell the text orally or produce a written text. Therefore, the teachers should follow the teaching learning cycle.

Based on KTSP or School Based Curriculum, teaching English through genre based approach, the teachers are suggested to apply the “Wheel” model which according to Derewianka (1990) consists of four stages that are Building Knowledge of the Field (BKOF) where the teacher should build the background knowledge of the students and review the previous topic, Modeling of the Text (MOT) where the students are introduced to the model of the text in written form, Joint Construction of the Text (JCOT) where the students and the teacher create a text jointly and Independent Construction of the Text (ICOT) where the students are asked to create a text by themselves and work independently.

The teachers need to follow the stages of “Wheel” model as stated above, because it will help the students to understand the cultural and social context of the text, the structure of the text, the content of the text and the characteristics of significant lexicogrammatical features of the text. As a result, it will increase the students’ competence in learning English. However, the teacher need to lead the students to understand formal structures of the text based on its communicative purpose, generic structures and lexicogrammatical features clearly.

D. Previous Studies

There are a number of researchers who have done the research about analytical exposition text. Zhang and Kubota (in Marlinda, 2007) conducted a study of English academic writing by native Chinese speakers. The study explored the interactive relationship of topic influence, individual (cultural) stance and text types (analytical and hortatory exposition) in different cultural contexts. Specifically, it was argued that topic was essential element in writing. The result showed that different topic, the cultural stances, and the position of the writers had significant effects on the text type structures created whether analytical or hortatory exposition.

Furthermore, Marlinda (2007) did a research about the quality of generic structure of analytical exposition texts written by the third grade Senior High School's students. She found that the quality of generic structure of analytical exposition texts which were written by both science and social program students were average and it needs more attention from the English teachers.

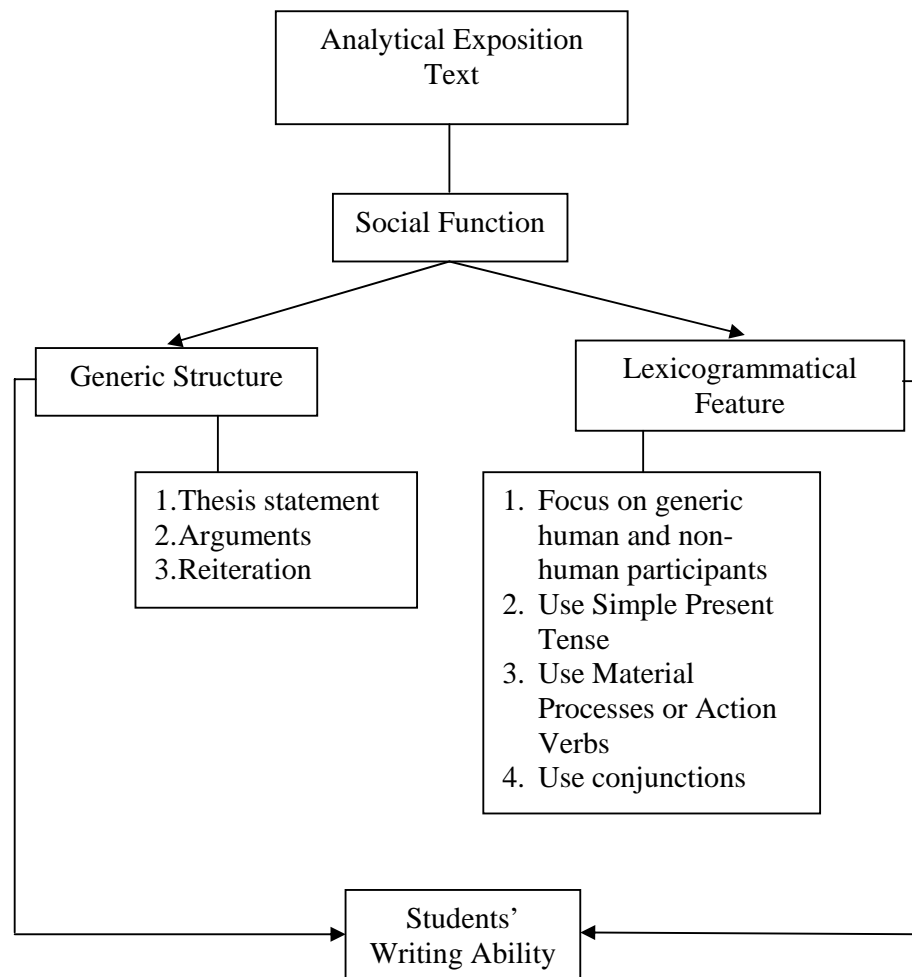
In addition, Riza Dwianti (2008) who held a research to compare the students' ability in writing an analytical exposition text by using editorial with the students' ability in writing an analytical exposition text by using spoken arguments found that the students' ability in writing analytical exposition text through editorials is better than in spoken arguments and free topic. She also found that the student's ability in presenting their ideas into analytical exposition text writing through spoken arguments is better than through free topics.

These three previous studies have the same topic that is about writing analytical exposition text. Anyhow, the research about the students' ability in writing an analytical exposition text viewed from the generic structure and lexicogrammatical feature they used has never been done. That is why the researcher will hold a research on the analysis of grade two students ability in writing an analytical exposition text in SMA Negeri 1 Lembah Melintang viewed from the generic structure and lexicogrammatical feature they used.

E. Conceptual Framework

There are two important components in writing an analytical exposition text; the generic structure and the significant lexicogrammatical feature of the text. Mostly students faced problems to involve the two components correctly in their writing. The generic structures of analytical exposition text are divided into three parts: thesis statement, arguments and reiteration.

This research will be done to analyze the students' ability in writing an analytical exposition text based on certain criteria of good generic structure and the lexicogrammatical feature. In order to find the students' ability in writing analytical exposition texts, the data will be collected by conducting a writing test for the students. It can be conceptualized as follows:



CHAPTER V

CONCLUSION

A. Conclusion

It is expected that the result of this research can be an additional knowledge, especially for the teaching and learning writing English. However, there were some weaknesses of this research which should be concerned before taking the findings as a source of information. One of them was the data scorers. In this research, there were 3 scorers which was included the researcher herself.

Finally, after several processes of data analysis, it was found that the data show that the students' ability in writing the thesis statement of analytical exposition text is good. The data show that the student's ability in writing the arguments of analytical exposition text is good. The data show that the student's ability in writing the reiteration of analytical exposition text is good. The data show that the student's ability in using the correct lexicogrammatical features of analytical exposition text is good. From the average of the data, it shows that the grade two students' ability in writing analytical exposition text is good. However, the data also show that the students still face problems in fulfilling all the criteria of the thesis statement, the arguments, the reiteration and the lexicogrammatical features of analytical exposition text.

B. Suggestion

Based on the conclusion, there are some suggestions can be proposed to the English teachers, especially for the English teachers in SMA Negeri 1 Lembah Melintang who teach the grade two students. It is suggested for the English

teachers to find the best way in teaching analytical exposition text. Since the students still have problems in writing the analytical exposition text, the teachers need to give explanation and lead the students to comprehend the important aspects that should appear in the thesis statement, arguments and the reiteration of analytical exposition text. Beside that, the teachers should also teach more detail about the lexicogrammatical features of an analytical exposition text. Next, it is suggested for the teachers to give more practice to the students in writing an analytical exposition text in order to help them in recognizing and understanding the important aspects of analytical exposition text. Furthermore, the students are suggested to vary the way in writing the analytical exposition text. They should develop the knowledge about writing analytical exposition text and they should keep practicing more in writing especially analytical exposition text.

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