

**USING CONTENT PURPOSE AUDIENCE (CPA) STRATEGY IN
TEACHING WRITING ANALYTICAL EXPOSITION TEXT TO
SECOND GRADE OF HIGH SCHOOL STUDENTS**

PAPER

**Submitted as a Partial Fulfillment of Requirements to Obtain the Strata One
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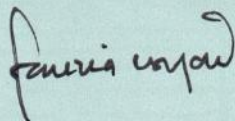
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USING CONTENT PURPOSE AUDIENCE (CPA) STRATEGY IN TEACHING WRITING ANALYTICAL EXPOSITION TEXT TO SECOND GRADE OF HIGH SCHOOL STUDENTS

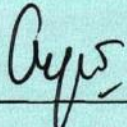
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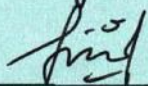
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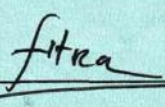
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Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *Using Content Purpose Audience (CPA) Strategy in Teaching Writing Analytical Exposition Text to Second Grade of Senior High School Students* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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ABSTRAK

Febriance, Fenny. 2014. *Using Content Purpose Audience (CPA) Strategy In Teaching Writing Analytical Exposition Text to Second Grade of High School Students*. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang (UNP).

Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran *writing* teks *analytical exposition* dengan menggunakan strategi *Content Purpose Audience* untuk siswa kelas 2 SMA. Teks *analytical exposition* merupakan jenis teks perusatif yang dipelajari siswa pertama kali pada kelas 2 SMA, sehingga strategi ini sangat membantu siswa dalam menciptakan sebuah teks *analytical exposition* yang padu tahap demi tahap. Langkah-langkah dalam pengajaran *writing* teks *analytical exposition* dengan menggunakan strategi CPA mengacu pada kurikulum 2013 yaitu *Observing*, *Questioning*, *Experimenting*, *Associating*, dan yang terakhir *Communicating*. Pada tahap *Observing* dan *Questioning*, siswa mengenal apa itu teks *analytical exposition* dan apa itu strategi CPA. Kemudian siswa akan mencobakan membuat teks *analytical exposition* dengan menggunakan strategi CPA pada tahap *Experimenting*. Pada tahap *associating*, siswa mengevaluasi kembali teks yang telah mereka ciptakan serta menghubungkannya dengan mata pelajaran lain. Pada tahap akhir, *Communicating*, siswa mengkomunikasikan teks mereka baik itu dibacakan, maupun pada akhirnya teks mereka dipajang di majalah dinding sekolah sehingga dapat dinikmati oleh semua warga sekolah. CPA merupakan strategi yang terdiri dari 3 bagian inti yang akan diisi siswa, yaitu *Content*, *Purpose*, dan *Audience*. Masing-masing bagian terdiri dari 2 kotak sehingga ada 6 kotak yang akan dilengkapi siswa untuk kemudian dikembangkan menjadi sebuah teks *analytical exposition*.

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CHAPTER 1

INTRODUCTION

A. Background of the Problems

Writing is one of the four major skills that should be mastered by all language learners besides listening, speaking, and reading in the context of English language teaching. There is a communication appear in writing between the writer and the reader. Through writing activity the writer can express and exchange his or her ideas, thoughts, opinions and emotions to the reader. Through writing one can also transfer information, knowledge and tell anything about what she/ he has been experienced. The readers are expected to understand and comprehend what the writer wants to express and write.

However, writing is not only about communicating messages or ideas via text. There are also other considerations, such as the readers, the purpose, and the process of writing itself. The writers should consider the style of their writing depending on whom their writing is given to. The purpose of writing is also important whether it is for informing, entertaining or describing. There is a process involved in writing in order to create a piece of a good writing. The writer can not expect to write a good writing immediately. They have to pass some stages for the reader to catch their ideas, thoughts, and opinions.

Based on Indonesia 2013 curriculum, teaching English at senior high school requires students to be able to communicate in both oral and written form. Besides listening and speaking, the students of senior high school are expected to be able in reading and writing. Teachers of English Foreign Language has to be able to find the best way in teaching writing in order to make senior high school students able to write as what the curriculum requires them to pass the English subject at school. It is supported by Harmer (2007:112) who says that there are two reasons of teaching writing, “writing for learning” where writing is used as a practical tool to help students practice and work with the language, and “writing for writing” where students are directed at their competence as writers.

In curriculum, one of the texts that have to be learned by the students of Senior High Schools is the analytical exposition text. In creating an analytical exposition text, the students have to understand this kind of text and write based on its social function, generic structure and lexicogrammatical. They have to know those parts, so that the students will be able to write a whole analytical exposition text well.

In addition, learning how to create an analytical exposition text is the first experience for students in the second grade in senior high school. This kind of monologue text is not taught in junior high school. Hence, the teacher takes an important role to help them in this situation. Students need to have guided starting from the beginning of writing process.

Building an idea into a good text is one of duties for a writer to create a piece of writing. It can be complicated for the students because they often stuck when they are asked to start their writing although they have a good idea on their mind. In other word, they could not express the ideas that they thought to be conveyed in written form. Hence, they did not know what they were going to write first, and so on. Of course, this situation can be a reason why they do not really like to write. The students need information and guideline as much as possible. It is hoped for the teacher to be smart enough to help them by using some strategies.

Some strategies are given in teaching writing analytical exposition text. One of them is through arranging random sentence. In this strategy, students do not have their chance to develop their ideas into a piece of an analytical exposition text. So that, they are lack on the experience in writing itself and the goal of teaching writing where writing is taught for students to compete them to be a writer is not achieved.

Moreover, writing an analytical exposition text can be difficult for students. Although hortatory also a kind of exposition text that classify into persuasive, students need to strength their position that they are not in the contrary position or in the pro position. Students need to use the best way to transfer their ideas into a good analytical exposition text, so that their text is strongly classify into analytical exposition text.

Based on the problem above, the teacher has to be able to solve those problems to help the students in teaching writing, especially in writing an analytical exposition text. One of the strategies that can be taken is through Content Purpose Audience (CPA) strategy. This strategy gives a solid plan to the students about what they are going to write, their reasons in writing and who are they writing for. In addition, this is very helpful for students to make a clear analytical exposition draft. Moreover, this kind of strategy is also a good guideline to be applied in the classroom.

B. Limitation of the Problem

This paper is limited to using Content Purpose Audience Strategy as one of the techniques to help students in second grade of Senior High School to develop their ideas into a piece of analytical exposition text, especially in drafting an analytical exposition text.

C. Formulation of the Problem

Based on the background of the problem above, the writer formulates a question as follow: How do the English teachers use Content Purpose Audience Strategy in teaching an Analytical Exposition text to senior high school students?

D. Purpose of the Paper

This paper is aimed to explain how to teach writing an analytical exposition text to senior high school students by using Content Purpose

Audience Strategy. It is expected that the teachers can use this kind of strategy in teaching in order to make students understand and easy in learning writing especially for writing an analytical exposition text.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on previous discussion, it can be concluded that in order to help students develop their writing skill, teacher is expected to apply a better teaching strategy. CPA is one of the strategies in teaching writing that allows students to learn language and learn how to be a good writer. This strategy can be good one to be applied in teaching writing analytical exposition text that the function is to persuade a reader that something is in the case. Thesis, arguments, and reiteration are parts of the generic structure of this text.

This paper applies five phase activities based on Indonesia 2013 curriculum. They are observing, questioning, exploring, associating, and communicating. Those all are divided into the three point phase of teaching writing, pre-writing, whilst-writing, and post writing. The procedures of teaching analytical exposition text by using Content Purpose Audience strategy begin with dividing students into group of two. Students and teacher together assign a topic. Then, students begin to write the simple notes into paragraph to write a text. They decide main idea, continue writing the supporting details. Next, students write what the reader wants to think and do in the purpose's column. In addition, students think of the most important questions that the readers will ask in the

question's column. Finally, after students completing the chart, they are asked to transfer it into a good analytical exposition text.

The use of Content Purpose Audience strategy in writing class is very useful in terms of improving students' writing skill especially in analytical exposition. It helps the students in writing analytical exposition text, because it gives a solid plan to the students what they are going to write, their reasons in writing and who are they writing for. Those are much needed by the students stated in their mind in order to create a good analytical exposition because this kind of text require a clearly stated mind idea, strong support, clear sense of purpose and anticipation of reader's questions. In order word, its help students to make a clear draft of analytical exposition text, and easy to transfer it into a piece of analytical exposition text.

B. Suggestion

Teaching writing in the class can be interesting if the teacher can choose the techniques creatively. Some suggestions are given to the English teachers and it may be useful for them. It is recommended to the teacher using appropriate methods and strategy in teaching writing in order to makes students really involved in writing activity. CPA is able to be chosen as a meaningful teaching writing strategy that lets students to have a clear arranging idea on their writing. It is very helpful to raise the teaching writing objectives where students are able to create a piece of writing, especially an analytical exposition text.

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