

**TEACHING WRITING OF AN ANALYTICAL EXPOSITION TEXT
THROUGH THE ARGUMENT MAPPING**

PAPER

*Submitted as partial fulfillment to obtain
strata 1 (S1) degree at English Department*



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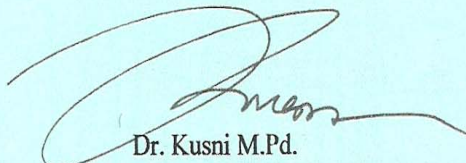
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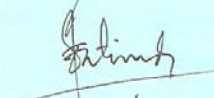
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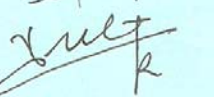
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ABSTRAK

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Makalah ini ditujukan untuk pengajaran teks *analytical exposition* melalui *argument mapping* sebagai teknik dalam kegiatan awal menulis (*pre-writing technique*). Dalam *argument mapping* ini, siswa SMA akan diarahkan untuk menulis beberapa argumen sederhana. Lalu, kegiatan ini dilanjutkan dengan penulisan teks *analytical exposition*.

Beberapa kegiatan yang dibahas dalam makalah ini adalah kegiatan awal, kegiatan utama dan kegiatan akhir menulis. Pada kegiatan awal menulis, guru memperlihatkan sebuah media (gambar) pada siswa. Lalu mereka diarahkan melalui beberapa pertanyaan kepada topik yang akan dibahas. Lalu kegiatan dilanjutkan dengan *argument mapping*. Siswa diberi sebuah argumen utama (*thesis*), lalu mereka diarahkan untuk memberikan argumen-argumen untuk mendukung ataupun menentang argumen utama tersebut. Siswa diarahkan untuk membuat, menghubungkan dan menyusun argumen-argumen sederhana untuk mendukung argumen utama yang harus dimiliki sebuah teks *analytical exposition*. Lalu guru memodelkan bagaimana menulis teks berdasarkan *argument map* yang sudah dibuat sebelumnya. Pada kegiatan utama, siswa dibagi menjadi beberapa kelompok, lalu disuruh untuk mendiskusikan dan membuat teks melalui *argument mapping*. Pada kegiatan akhir menulis, guru menyuruh siswa menulis teks secara individu. Diharapkan dengan penerapan teknik ini pada kegiatan *pre-writing* dapat membantu siswa dalam menulis teks *analytical exposition*.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a way of communication where people can express their ideas, opinions or emotions. They transform their ideas, opinion or even emotions into written text through the process of thinking. The process requires them to explore and develop their ideas. There are also some aspects that must be considered to produce a good writing. As stated by Heaton (1988), good writing is one that is composed correctly with the attention to content, form, grammar, style and mechanic.

Moreover, writing is complex and complicated. Facts and ideas are put to make something meaningful, whether in a personal letter, a college essay or in a report at work. In writing, meaning is created in which sentences have special relationships to each other. Some sentences are general and some are specific; some expand a point and others qualify it; some define and others illustrate (Axelrod in Jaya, 2008)

Actually, to do writing is not easy since it is a complex and complicated skill. In senior high school, for instance, many students find it difficult in writing for many reasons. Some of them lack of idea and sometimes some of them get difficulty to support their idea. And one thing that cannot be denied, actually, that is students are obliged to be able to write many kinds of text or genre.

Moreover, in *Kurikulum Tingkat Satuan Pembelajaran (KTSP)* for English subject, there are 12 genres that should be learned in SMA. They are

narrative, recount, descriptive, report, procedure, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. Actually, the students have already been familiar with some of the texts such as narrative, descriptive, recount, report and procedure since they have learned them in junior high school. However, the others are still new for them. Therefore, the students sometimes find difficulties to produce them well, for example in creating analytical exposition text.

Writing analytical exposition text is difficult and complicated enough since it needs students' analysis and critical thinking. In general, this text consists of generic structure. The generic structure is divided into thesis, arguments and reiteration. Students must support their thesis with some arguments to strengthen it. In fact, some difficulties are found by students in writing this text. First, sometimes it is difficult for the students to support their thesis with arguments. In other word, they find difficulties to produce as many arguments as possible to support the thesis. Second, the students find it difficult to connect one argument with other arguments. Although the students have already produced some arguments, they still face difficulties to relate one argument with other arguments. Sometimes there were some contradictions found in students' analytical exposition text. The first argument supports the thesis while the next argument against the thesis. Meanwhile, in analytical exposition, the arguments are only allowed just to support or to attack the thesis. Finally, the students face difficulties to organize the order of their arguments to create a good analytical exposition text. Students get difficulties to decide which one is the main argument and which one

is the supporting argument. Sometimes there was also an overlapping of arguments in students' analytical exposition text. Thus, one argument has appeared in the first paragraph and it is also appeared in the next paragraph.

Actually, the difficulties of writing an analytical exposition text are classical problems which must be solved. In teaching writing of this text, actually, there are many techniques that can be applied; one of them is the argument mapping. This technique can be applied as a pre-writing technique. By implementing this technique, students are directed to produce, connect and organize the arguments to support their main argument or thesis into an argument map before writing an analytical exposition text. After that, students will be directed to write an analytical exposition based on the argument map that has been made.

B. Limitation of the Problem

In this paper, the writer is interested to discuss about the way in implementing argument mapping as a pre-writing technique. Then, the pre-writing activity will be continued with whilst-writing and post-writing activity based on the argument mapping done in pre-writing. This technique is intended to help senior high school students to solve the problem found in writing analytical exposition. Based on KTSP curriculum, SMA students learn to write this text on grade XI.

C. Formulation of the Problem

The problem in this paper is formulated as follows: “How can the English teacher use the argument mapping in teaching writing of an analytical exposition text as a pre-writing technique?”

D. Purpose of the Paper

The purpose of this paper is to explain about the teaching writing of an analytical exposition text through the argument mapping as a pre-writing technique. It is hoped that this technique can be a solution for the teachers to help students in writing analytical exposition.