THE ABILITY OF SECOND GRADE STUDENTS OF SMA ADABIAH PADANG IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract
Analytical exposition text is one of the compulsory texts which is taught in senior high school in Indonesia. The aim of this research is to analyze how good students' ability and describe students' difficulties in writing analytical exposition text. It was a descriptive research. The population of this research is the second grade students of SMA Adabiah Padang, it were48 students as the sample: XI IPA 1 which consists of 22 students and others form XI IPS 4. The students were asked to write an analytical exposition text. The students' writing was analyzed by using the criterion published by Weston High School's writing rubric which consists of five indicators: the introduction, body paragraphs and examples, conclusion, mechanics, and grammar and word choice. Based on the findings, most of the students get poor ability in four indicators measured: the introduction, body paragraphsand examples, conclusion, and mechanics and get good ability in the grammar and word choice.

Key words: *Ability, Analytical Exposition Text*

A. INTRODUCTION

Analytical exposition text is one of the compulsory texts which are taught in the senior high school in Indonesia. The existence of analytical exposition text can be seen in Indonesian curricula: KBK (*KurikulumBerbasisKompetensi*) 2004, KTSP (*Kurikulum Tingkat SatuanPendidikan*) 2006, and *Kurikulum* 2013. This text is included into argumentative text. The arguments are sorely needed in order to persuade readers or listeners about something in the case.

According to Gerot and Wignell (1995:156), analytical exposition text is a text that tells the readers or listeners about something in the case. The function of this text is to persuade readers' or listeners' mind about something is exceptionally to be discussed. There are three generic structures of analytical

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exposition text which proposed by Gerot and Wignell (1995:198): thesis, arguments, and reiteration. However, there are additional indicators for the generic structures of analytical exposition text that published by the English Department of Weston High School, which is located in Weston Massachusetts, United States. The additional indicators are examples, audience, and purpose. The language features of analytical exposition text are focus on the generic human and non-human participants, use simple present tense, use of relational processes, use casual conjunction, and enumeration is sometimes necessary.

According to Nunan (2003:88), writing is a skill in developing ideas, thinking about how to express them and arranging them into statements and paragraphs that will be clear to the readers. Then, Urquhart and McIver (2005:3) state that writing is a process which is done by the writer to explore their ideas clearly and understandable to the readers. Muschla (2011:1-7), in producing a good writing there are four elements that have to be considered: discovering ideas; focusing ideas; developing ideas, and organizing ideas. Before starting to write, the first thing to do is discover the idea. What thing that the writer is going to talk about through text. After the writer determines the ideas or the topics, she/he has to focus on that idea to get a great sequence of her/his writing. In line with Arianto, Arianto, Refnaldi, and Rosa (2017: 128) who also added that writing is the activity to create the unity of text. Next, developing ideas help the writer to be a consistent writer without making new ideas. After developing the ideas, the writer needs to organize her/his ideas well into written form. The writer has to clarify the writing by doing a revision to ensure the writing is coherent with the topic.

Ability can be defined how someone can do something well. It is supported by Syamsu (2011:106), the ability is intelligence surface and adapt to situations and solve the situations quickly and effectively. In contrast, difficulty can disturb someone's step to do something. It also maintained by Brown (2000), difficulties can cause by making mistakes, misjudgments, miscalculations, wrong assumptions from important aspects or points in acquiring information.

There are several previous studies about analytical exposition text however the researchers take different strength in conducting their research. Some of them focus on the ability of the students in writing analytical exposition text. Others focus on the difficulties of the students in writing analytical exposition text and there are so many studies introduce strategies in teaching analytical exposition text.Gusnilasary (2013) mentioned that analytical exposition text was difficult for the students. Then, Janiarti (2016), found students' ability in writing an analytical exposition text was fair.

Moreover, Rozimela (2005) does the research ongenre-based pedagogy. The result shows that using a genre-based approach can improve students' ability in the generic structure of all genres. However, it does not give a very significant result on the grammatical structure of the students' writing. Then, Saun (2014) implements one strategy to improve students' ability in learning analytical exposition text. The strategy calls Think-Talk-Write strategy. This technique can help the students in finding ideas through discussion and then transfer it into written form. The result of this technique gives a positive impact

on the students because there is incensement of students' grade. Last, Rozimela (2017) does the research in analyzing the generic structure of an analytical exposition text. The research is addressed to the second grade of MAN 2 Padang. The result of this research is good based on the theory of Hamps-Lyons.

Since the researcher believed that students' ability is affected by students' difficulties, the researcher wanted to prove it by conducting this research because there was no or rarely research which analyzed students' ability and difficulties in writing analytical exposition text

B. RESEARCH METHOD

This research was a descriptive research because it described the students' ability in writing analytical exposition text.According to Gay (2012:9), descriptive research is research that determines and reports the way things are. This research was designed to analyse how good students' ability in writing analytical exposition text based on the criterion measured. The population of the research was the second grade students of SMA Adabiah Padang, and the sample was chosen by using purposive sampling. There were 48 students as the sample from XI IPA 1 and XI IPS 4 class. The research used writing test as the instruments to obtain the data. The students were asked to choose one of the four topics given and write an analytical exposition text. The writing test was analyzed by using the criterion from WSH writing rubric which contains seven indicators: the introduction, body paragraphs, examples, conclusion, convention, word choice, and audience and purpose.

Table 1.Adapted from Weston High School Writing Rubric

	Excellent	**Good**	**Fair**	**Poor**
Introduction	Introduction addresses the topic directly, and has a clear thesis statement.	Introduction addresses the topic, and has a clear thesis statement.	Introduction attempts to address the topic, and has a fairly clear thesis statement.	Introduction poorly addresses the topic, and has unclear thesis statement.
Body Paragraphs & Examples	Body paragraphs contain clear topic sentences; support the thesis by giving specific, sufficient, significant examples; clearly explained and	Body paragraphs have topic sentences; support the thesis by giving specific and sufficient examples; reasonably well explained to support the	Body paragraphs support the thesis by giving fair and/or insufficient examples to support the thesis, attempt to address the topic, and are fairly organized.	Body paragraphs do not sufficiently support the thesis by giving unclear and insufficient examples; little support to the thesis; and are not organized.

	connected to the thesis, and is exceptionally well-organized.	thesis; and is fairly organized.		
Conclusion	Conclusion clearly restates the thesis, reinforces the major points.	Conclusion sums up the thesis and reinforces it well.	Conclusion does not fully sum up or reinforces the thesis.	Conclusion sumps up the thesis poorly with little reinforcement.
Mechanics (Spelling and Punctuation)	Spelling and punctuation are accurate and nearly perfect.	Spelling and punctuation are mostly accurate with few errors.	Spelling and punctuation are fair with some obvious errors.	Spelling and punctuation are poor with frequent errors.
Grammar and Word Choice	Language is precise and well-chosen; grammar is accurate and nearly perfect.	Language is well chosen; grammar is mostly accurate with few errors.	Language is fair; grammar is fair with some obvious errors.	Language is poor; grammar is poor with frequent errors.

C. RESULT AND DISCUSSION

1. Research Finding

The data of the research were obtained from the students' writing test given to second grade students of SMA Adabiah Padang. The instrument used to find out how good students ability in writing analytical exposition text based on the criterion from WHS writing rubric which consists of four levels of ability: excellent, good, fair, and poor. There were 48 students as the sample. Then, there were four topics given to the students and the students took one of them.

Table 3. Topics of Analytical Exposition Text

No.	Topics	Number of Students
1.	Smoking	18
2.	Fast Food	9
3.	Full Day School	5
4.	Gadget	6
	Total	48

After analyzing the data and combining scores from two raters, the score could be categorized as excellent, good, fair, and poor based on the categories measured. The overall results of students' writing as follow:

Table 4. Writing Test's Result

No.	Indicators	Level of Ability	Number of Students	Percentage

1.	The Introduction	Excellent	14	29.17%
		Good	3	6.25%
		Fair	2	4.17%
		Poor	29	60.42%
2.	Body Paragraphs and Examples	Excellent	3	6.25%
		Good	7	14.58%
		Fair	10	20.83%
		Poor	28	58.33%
4.	Conclusion	Excellent	5	10.42%
		Good	11	22.92%
		Fair	6	12.50%
		Poor	26	54.17%
5.	Mechanics	Excellent	7	14.58%
		Good	16	33.33%
		Fair	7	14.58%
		Poor	18	37.50%
6.	Grammar and Word Choice	Excellent	5	10.42%
		Good	28	58.33%
		Fair	11	22.92%
		Poor	3	6.25%

Therefore, the findings of the students' writing ability and difficulties are:

a. The second grade students' ability of SMA Adabiah Padang in writing the introduction of analytical exposition text was poor because more than half of the students werecategorized into poor ability. The reason was the students get difficulties in writing the thesis statement about the topic clearly.

b. In writing the body paragraphsand examples of analytical exposition text, the students' ability was poor because more than half of the students were categorized into poor ability. The reasons werethe students get difficulties in writing specific, sufficient, and significant examples in clearly to support the thesis statement, examples are not connected directly to the thesis, writing a clear topic sentence; and also get difficulties in organizing sentences in the body paragraphs of analytical exposition text.

c. In the conclusion, students' ability was poor because more than half of the students were categorized into poor ability. The reasons were the students get difficulties in reinforcing the major point in writing analytical exposition text; and also get difficulties in restating the topic in the conclusion.

d. In the mechanics, students' ability was poor because almost half of the students were categorized into poor ability. The reasons were the students get difficulties in spelling and also get difficulties with the punctuation.

e. In the grammar and word choice, students' ability was good because more than half of the students were categorized into good ability. The reasons

were the students did not truly get difficulties in the simple present tense and almost all of the students' writing; the words are well chosen.

f. The close-ended questionnaire, the hardest part which faced by the students wasorganizing paragraphs while the easiest part was using punctuation.

g. The last is from the open-ended questionnaire as the supporting data. In the open-ended questionnaire showed that there were several causes which caused them difficult. Here the researcher stated the top three: they did not understand the English subject; they did not have many vocabularies in English; and lack of practices.

2. Discussion

Students' ability in writing the introduction of analytical exposition text is in poor ability because more than half of the students are categorized into poor based on the criterion measured although there are several students are in the excellent, good or even fair ability. There are 14 students in the excellent ability, 3 studentsin the good ability, 2 students in the fair ability, and 29 students in the poor ability.

Students' ability in writing the body paragraphs and examples of analytical exposition text is in poor ability because more than half of the students are categorized into poor based on the criterion measured although there are several students are in the excellent, good or even fair ability. There are 3 students in the excellent ability, 7 students in the good ability, 10 students in the fair ability, and 28 students in the poor ability.

Students' ability in writing the conclusion of analytical exposition text is in poor ability because more than half of the students are categorized into poor based on the criterion measured although there are several students are in the excellent, good or even fair ability. There are 5 students in the excellent ability, 11 students in the good ability, 6 students in the fair ability, and 26 students in the poor ability.

Students' ability in writing the mechanics of analytical exposition text is in poor ability because almost half of the students are categorized into poor based on the criterion measured although there are several students are in the excellent, good or even fair ability. There are 7 students in the excellent ability, 16 students in the good ability, 7 students in the fair ability, and 18 students in the poor ability.

Students' ability in the grammar and word choice of analytical exposition text is in good ability because more than half of the students are categorized into good based on the criterion measured although there are several students are in the excellent, fair or even poor ability. There are 5 students in the excellent ability, 28 students in the good ability, 11 students in the fair ability, and 3 students in the poor ability.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

Analytical exposition text is one of the compulsory texts which are taught in the senior high school in Indonesia. The existence of analytical

exposition text can be seen in Indonesian curricula: KBK (*KurikulumBerbasisKompetensi*) 2004, KTSP (*Kurikulum Tingkat SatuanPendidikan*) 2006, and *Kurikulum* 2013. This text is included into argumentative text. The arguments are sorely needed in order to persuade readers or listeners about something in the case.

After analyzing the data, the result shows that students' ability in writing analytical exposition text is poor from five indicators measured: the introduction, body paragraphs, examples, conclusion, and convention and get good ability in the word choice, and audience and purpose.

2. Suggestion

Based on the conclusion above, there are several suggestions that proposed by the researcher such as the teachers should find a new learning strategy which is suitable for the students even the facility in the school in order to improve students' ability in writing analytical exposition text. Then, for the future researcher,try to find another theory in conducting the research in order to see whether there is a different result of each.

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