



STUDENTS' ABILITY IN WRITING AN ANALYTICAL EXPOSITION TEXT AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

Analytical exposition text is one of genre text that is learned by english department students of Universitas Negeri Padang. The students must be able to write this genre text. The aim of this study is to analyze the ability of students in writing an analytical exposition text. It was a descriptive quantitative research conducted for third semester English departments students of Universitas Negeri Padang. This research focused on how is the students' ability in writing the thesis statement, argumentation, organization and writing, and the use of evidence of analytical exposition text. The population of this research is third semester English department of Unicersitas Negeri Padang, and the sample was from educational class, it was K-3 class which consists of 20 students. the students were asked to write analytical exposition text and then students' writing were analyzed by using the rubric of analytical exposition text which consists of four aspect, that are thesis statement, argumentation, organization and writing, and the use of evidence. Based on the findings, there are four students who are in excellent level, five students in proficient level, ten students in fair level, and one student in inadequate level. Overall, the ability of third semester English department students of Universitas Negeri Padang is in proficient level.

Key words: Third semester English Department students, ability, writing, analytical exposition text.

A. INTRODUCTION

Writing plays an important role in the curriculum of learning English, especially for college students. According to Kriszner and Mandell (2011:3) state that writing is a process, a life skill, and a series of steps to express the personal ideas. Writing can be a single paragraph, an essay, a short paper, a journal, a proposal, and report. In addition, Langan (2012:9), states that writing is a skill which transforming thoughts from one's head into words on a sheet of paper and writing is a process of discovery that involves a series of steps; very

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often, the writers do not discover exactly what they want to write about until they explore their thoughts in writing. Moreover, Qonitatum (2016:55) states that “writing can be considered as vehicle for communicating the taught to others; and writing can be described someone’s ability”.

According to Houge (2008:29), there are four processes of writing. The first step is prewrite to get ideas. In prewriting, the writers discover their ideas or feelings that they want to express. In this stage, the writer chooses a topic. Then, write everything which comes into the writer’s mind about the topic. The second step is writing a first draft. In this step, the writer starts to develop the ideas. The third is editing the first draft. In this process, the writer can make changes and corrections. Editing is usually a two-step process: check the paragraph as whole (is the meaning clear?) and check the paragraph for good form, organization, grammar, punctuation, spelling, and so on. The last is writing the final copy. Write a neat final copy of the paragraph. The writer can give the writing product to others who can correct the product.

Writing is not an easy task for EFL students. They feel harder to write their ideas in English because English is a foreign language; they do not use English as the second language. According to Nuraeni (2016:498), the students find difficulties to develop their ideas because they do not know the purpose of their writing. Then, the students do not like to write in English and could not think of what they want to write. The students are also lack of vocabulary, grammar, and punctuation. In addition, Wafa et al (2009:2) states “the difficulties are caused by some reasons. The first is that they have lack of practice, afraid in making mistakes and they experienced the difficulty in choosing the correct word, arranged the word, the lack of vocabulary, and limited in grammar understanding.” That is why the students considered writing, especially in English as a difficult task.

Analytical exposition text is one of the genre text that is learned by English department students of UNP. The students are demanded to be able to compose and write an analytical exposition essay Writing analytical exposition text is not an easy task. The students must be knowledgeable about the issue that will be discussed so they provide their opinion to support the issue. To be knowledgeable, the writer should know much information about the issue that happens currently. The students can get more information through reading. It is supported by Kirin (2010:286) which states that reading can be resources to elaborate ideas to enhance writing task. So, before the students start to write, the students have to be knowledgeable about the issue.

Analytical exposition text is a text which discuss about something that happen in society. The writers give their opinion about the phenomena that will be discussed. Refnaldi (2010:217) states that “analytical exposition essay is the essay which argues that something is the case”. Moreover, Priyana et al (2008:58) states that “analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both”. The topic that will be discussed should be an event that happens recently. Untoro (2016:32) supports this statement, he states that “the topic should be related to the recent and important problems happen and need to be explored”. Furthermore, Kartini and Farikah

(2015:556) states that analytical exposition presents information, ideas or issues to inform and to persuade the reader or listener. So, analytical exposition provides the writer's opinion about something that happens in the society.

The social function of analytical exposition is to persuade the reader with the writer's opinion about an issue. In line with the above statement, Kartini and Farikah (2015:556) states that the social function of analytical exposition text is to persuade the reader that something is the case. Moreover, Refnaldi (2010:217) states that "the purpose of this text is to give acceptable and reasonable argument". Furthermore, Dahler and Toruan (2017:53) states that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. Based on the experts' statements above, the writer can conclude that the social function of analytical exposition text is to give the arguments about the topic that happen recently.

In writing analytical exposition text, the writer must follow the generic structure of this text. Refnaldi (2010:217) states the generic structure of analytical exposition text. It consists of thesis > arguments > writer's reiteration. Thesis is a statement of the write's position about a topic that will be discussed and tells what the writer is focusing on. This can be found in the first paragraph. Then, the following paragraph is the supporting points that support the thesis statement. The writer supports the thesis statement by putting the arguments about the topic. Then, the last part is writer's reiteration which reinforces the thesis statement in the first paragraph.

The language features of analytical exposition text consist of several parts. Priyana et al (2008:58) state that the common grammatical patterns in analytical exposition text include:

- a) General nouns, e.g. *ears, zoos*;
- b) Abstract nouns, e.g. *policy, government*;
- c) Technical words, e.g. *species of animals*;
- d) Relating verbs, e.g. *it is important*;
- e) Action verbs, e.g. *we must save*;
- f) Thinking verbs, e.g. *many people believe*;
- g) Modal verbs, e.g. *we must preserve*;
- h) Modal adverbs, e.g. *certainly we must try*;
- i) Connectives, e.g. *firstly, secondly*;
- j) Evaluate language, e.g. *important, significant, and valuable*.

Several studies have been conducted in relation with analytical exposition text. Puspita (2016) has done the research with title "Improving Students' Writing Skills of Analytical Exposition Texts through Mind Mapping Strategy at The Second Grade of SMAN 9 Bandar Lampung". The researcher used mind mapping to improve the students' skill in writing analytical exposition text. The second research is done by Nurhikmah (2013) with title "Improving Students' Analytical exposition Text Writing Skills through Guided Prompt-Response Activity". The researcher used Guided Prompt-Response Activity to improve students' skill in writing analytical exposition text.

Although there are a lot of researchers who have conducted the research previously, this research is different because the researcher investigated the students' ability in writing an analytical exposition text viewed from thesis statement, argumentation, organization and writing, and the use of evidence. It is known from the informal interview with the essay writing lecturer that the students avoid writing analytical exposition text; they prefer to write narrative text.

In addition, the analytical exposition text written by the students is scored by the lecturer without specify the category of writing analytical exposition text, such as thesis statement, argumentation, organization and writing, and the use of evidence. Meanwhile the students have to know their ability in writing the category of analytical exposition text.

The purpose of conducting this research was to obtain information about the students' ability in writing analytical exposition text viewed from thesis statement, argumentation, organization and writing, and the use of evidence. The result of this research will be able to inform the lecturers about students' ability in writing the thesis statement and argument, applying the organization and the rules of writing, using the evidence in writing analytical exposition text.

B. RESEARCH METHOD

This research was a descriptive quantitative research because the research was designed to analyze the students' ability in writing an analytical exposition text. According to Gay (2012), quantitative research was the collection and analysis of numerical data to describe, explains, predict, or control phenomena of interest. This research was designed to analyze the third semester English department students' ability in writing an analytical exposition text viewed from thesis statement, argumentation, organization and writing, and the use of evidence. The population of the research was the third semester English department students of Universitas Negeri Padang, and the sample was chosen by cluster random sampling, so K-3 class was chosen as the sample class. The research used writing test as the instrument to obtain the data. The students were asked to choose one of the three topics provided to write and their ability in writing analytical exposition text were analyzed by using the scoring rubric of analytical exposition text that contains of four aspects, thesis statement, argumentation, organization and writing, and the use of evidence.

C. RESULT AND DISCUSSION

1. Research Finding

The data of the research were obtained from the students' writing test given to third semester English department students of UNP. The instrument used to obtain the data about students' ability in writing analytical exposition text was the writing test. The whole respondents for the research were 20 students. There were 3 topics that the students were asked to choose.

Table 1. Topics of Analytical Exposition Text

No	Topic	Number of Students
1	Education	3
2	Culture and Modern Society	6
3	Youth	11
	Total	20

The students' score in writing analytical exposition text were obtained after analyzing their writing using the scoring rubric of analytical exposition text, and the scores from the three scorers are combined. Therefore the score could be categorized as excellent, proficient, fair, and inadequate.

After scoring the students' writing and combining scores from three scorers, the final score of student is obtained. Then the students' scores are categorized into four levels which are excellent, proficient, fair, and inadequate. As the result, there are four students in excellent level (student 2, student 7, student 6, student 10, and student 15). There are five students in proficient level (student 4, student 6, student 12, student 17, and student 19). There are 10 students in fair level (student 1, student 3, student 5, student 8, student 9, student 11, student 13, student 14, student 18, and student 20). In inadequate level, there is one student (student 16).

Table 2. Students' scores in writing explanation text

Students	Thesis			Argumentation			Organization and writing			Use of evidence			Score
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3	
1	70	70	80	70	65	75	65	65	74	60	60	72	69
2	85	80	82	79	83	78	80	83	80	79	82	82	81
3	50	60	78	60	55	75	60	55	78	50	50	75	62
4	80	75	85	82	70	80	82	70	83	79	70	83	78
5	60	50	85	69	55	78	65	59	80	65	59	82	67
6	70	85	78	70	80	76	70	80	76	60	80	74	75
7	90	85	94	85	81	90	85	80	95	79	80	95	87
8	60	62	80	70	60	78	60	60	75	75	65	78	69
9	60	60	78	60	55	75	60	55	75	60	55	70	64
10	70	85	85	85	83	78	80	82	80	79	80	80	81
11	50	50	70	60	52	72	60	52	70	60	52	68	60
12	82	80	78	80	80	75	80	80	75	75	79	75	78
13	65	60	82	65	59	76	60	57	80	60	55	78	66
14	73	65	78	62	70	75	60	65	78	60	60	78	69
15	82	83	80	79	80	78	80	79	78	75	82	78	79

16	50	50	72	50	50	70	50	50	70	50	50	68	57
17	50	65	82	60	75	76	60	79	78	60	75	80	70
18	50	50	90	50	50	88	50	50	88	50	50	90	63
19	65	85	80	70	65	78	69	70	82	69	65	80	73
20	60	58	78	65	58	75	60	59	75	60	58	72	65

So, the findings of the research are:

- a. The third semester english department students' ability in writing the thesis statement of analytical exposition text was in proficient level with the mean score 71,6 (in range of 1-100).
- b. The third semester english department students' ability in writing the argumentation of analytical exposition text was in proficient level with the mean score 70,6 (in range of 1-100).
- c. The third semester english department students' ability in applying the organization and the rules of writing of analytical exposition text was in proficient level with the mean score 70,65 (in range of 1-100).
- d. The third semester english department students' ability in using the evidence of analytical exposition text was in fair level with the mean score 69,45 (in range of 1-100).

2. Discussion

Students' ability in writing a thesis statement of analytical exposition text is in proficient level, the mean score is 71,6 (B⁻). There are six students who are in excellent level; they are student 7, student 2, student 15, student 4, student 10, and student 12. There are four students who are in proficient level; they are student 6, student 19, student 1, and student 14. There are eight students who are in fair level; they are student 13, student 8, student 9, student 17, student 5, student 20, student 3, and student 18. There are two students who are in inadequate level; they are student 11 and student 16.

Students' ability in writing the argumentations of analytical exposition text is in proficient, the mean score is 70,6 (B⁻). There are three students who are in excellent level; they are student 7, student 10, and student 2. There are seven students who are in proficient level; they are student 15, student 12, student 4, student 6, student 19, student 1, and student 17. There are nine students who are in fair level; they are student 8, student 14, student 5, student 13, student 20, student 3, student 9, student 18, and student 11. There is one student in inadequate level; the student is student 16.

Students' ability in applying the organization and writing of analytical exposition text is in proficient level, the mean score is 70,65 (B⁻). There are three students who are in excellent level; they are student 7, student 2, and student 10. There are six students who are in proficient level; they are 15, student 4, student 12, student 6, student 19, and student 17. There are ten students who are in fair level; they are 1, student 5, student 14, student 13, student 8, student 20, student 3, student 9, student 18, and student 11. There is one student who is in inadequate level; he is student 16.

Students' ability in writing the evidence of analytical exposition text is in fair level, the mean score is 69,45 (C⁺). There are three students who are in excellent level; they are student 7, student 2, and student 10. There are seven students who are in proficient level; they are student 15, student 4, student 12, student 8, student 17, student 6, and student 19. There are eight students who are in fair level; they are student 5, student 14, student 1, student 13, student 18, student 20, student 9, and student 11. There are two students who are in inadequate level; they are student 3 and student 16.

D. CONCLUSION AND SUGGESTIONS

Based on the research findings, it can be concluded that the ability of the third semester English department students in writing analytical exposition text is in proficient level.

The ability of third semester English department students in writing the thesis statement is in proficient level. In addition, students' ability in writing the argumentation of analytical exposition text is also in proficient level. Moreover, the ability of students in applying the organization and the rules of writing of analytical exposition text is in proficient level. Furthermore, the students' ability in writing the evidence of analytical exposition text is in fair level.

Thus, the researcher suggests to the students for getting the better result in writing analytical exposition text. The students should improve their writing skill by practicing writing as often as possible. In addition, the students should improve their knowledge about the issues or phenomena that happen in their society to ease them to write about it. Furthermore, the students should master the organization and writing of analytical exposition text; such as the generic structure, grammar, capitalization, punctuation, etc.

The role of lecturers is also needed to improve the students' ability in writing analytical exposition text. It's better for lecturers to give many writing tasks to the students to make writing become their habit. Some students will not practice writing if the lecturers do not ask them or give them task to write. So, as often as the lecturers give writing task to the students, the students will easier to write.

For further research, there are some aspects that may be possible done by the next researcher. The researcher suggests to do the next research to the NK-class or non-educational class. Because this research is only explain the ability of educational students, so it is suggested for further research to explain how is the ability of non-educational students. in addition, this research only see the ability of students in writing the thesis statement, argumentation, organization and writing, and the evidence. For further researcher, it is suggested to see how is the ability of students in writing analytical exposition text viewed from the originality and the use of reading concepts. The originality is used to see that students writing is originally comes from their mind, and reading concepts to see students' ability in putting the concept from books, journal, etc. that is related to the ideas that stated in their writing.

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