



THE QUALITY OF ANALYTICAL EXPOSITION WRITTEN BY GRADE TWO STUDENTS OF MAN 3 SUNGAI PENUH VIEWED FROM GRAMMAR AND THE GENERIC STRUCTURE

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Abstract

Menulis merupakan salah satu keahlian penting yang harus di kuasai oleh siswa. Siswa sering mendapatkan masalah dalam menulis teks *analytical exposition* yang sesuai dengan *generic structure* dan *grammar*. Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mengetahui kualitas kemampuan siswa dalam menulis teks *analytical exposition* ditinjau dari segi *grammar* dan *the generic structure* (*thesis statement, argument, and reiteration*). Dalam penelitian ini, peneliti menggunakan rubrik skor yang diadopsi dari Rosenwaser dan *writing expository assessment* untuk menganalisis kualitas *grammar* dan *the generic structure* siswa dalam menulis teks *analytical exposition*. Populasi dalam penelitian ini adalah siswa kelas 2 MAN 3 Sungai Penuh. Sampel penelitian ini berjumlah 37 orang yang dipilih dengan menggunakan teknik *cluster random sampling*. Data dikumpulkan dengan menggunakan sebuah instrumen berupa tes menulis teks *analytical exposition*. Dalam menulis teks *analytical exposition*, peneliti menyediakan tiga topik yang berbeda sebagai pilihan untuk siswa dalam menulis teks *analytical exposition*. Waktu yang diberikan kepada siswa dalam membuat teks *analytical exposition* adalah 90 menit. Hasil dari tulisan siswa tersebut digunakan sebagai data dalam penelitian ini. Berdasarkan data yang diperoleh, kualitas kemampuan siswa dalam menulis teks *analytical exposition* ditinjau dari segi *grammar* adalah *good* (27,02%), *excellent* (10,81%), dan *poor* (5,40%). Ditinjau dari segi *generic structure*, hasil analisis menunjukkan bahwa 75,69% siswa tidak mengalami kesulitan dalam mengembangkan ide pokok dalam *thesis statement*. Sebanyak 45,94% siswa tidak mampu mengembangkan ide menjadi uraian pendapat pada paragraf *argumentation*. Selanjutnya, 56,75% siswa mengalami masalah dalam menyatakan kembali uraian uraian pendapat sebelumnya. Dengan kata lain, hasil penelitian ini menunjukkan bahwa kualitas kemampuan siswa dalam menulis teks *analytical exposition* di tinjau dari segi *generic structure* adalah *good* (56,75%) yaitu berkisar pada angka 60-79.

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Key Words: An analytical exposition text, quality of writing, grammar and the generic structure

1. INTRODUCTION

Writing is one of the four basic skills to be taught for the students. It is a way for students to express their idea and opinion. The importance of writing can be seen in daily activities when they need to write short texts such as memos, invitation letters, sympathy notes, brochure, article, business letters, applications letter and many others. Through writing students can transfer their experiences and knowledge to others. So, they should be able to produce sentences and develop it into paragraphs and essays. It is an active thinking process of the students to plan, arrange and express idea in order the text could be understood by the readers. A good writing helps avoid misunderstanding between the writer's idea and the reader's opinion.

In senior high school, writing should be learnt by the students. Based on curriculum that is KTSP (*kurikulum tingkat satuan pendidikan*), one of the purposes of senior high school students in learning English is the students can develop communication competence in oral and written forms to achieve informational literacy level. In other words, in this level, the students are hoped to be able to access knowledge with the language ability they have. Furthermore, the goals of writing English is the students are able to reveal the meaning and rhetorical steps in written text. There are many monologue texts should be taught by English teacher in senior high school such as recount text, cause and effect text, spoof text, procedure text, hortatory exposition text, analytical exposition text, report text, comparison and contrast text and others.

Among all of those texts the researcher chose analytical exposition text to know the quality of grammar and the generic structure written by grade two students at MAN 3 Sungai Penuh. Analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case. Mohd. Ansyar and M. Zaim (2013: 105) confirm that analytical exposition is designed to persuade the readers or listener to something in the case.

There were many reasons why the researcher was interested in choosing analytical exposition text. The first reason was, students had low score in writing skill, especially in writing analytical exposition text. Based on researcher's experience during the Teaching Training Program (*Program Pengalaman Lapangan; PPL*), the informal interview with one of English teacher at MAN 3 Sungai Penuh, it was found that most of students in grade two got low score in learning English especially in writing analytical exposition text, the teacher said that analytical exposition text was difficult enough to be understood by the students. In writing analytical exposition text, students were difficult in creating correct grammar and understanding the generic structure.

The students got difficulties to create correct grammar in developing paragraph. As a fact analytical exposition text is a text that makes students must think more deeply about something they want to write. They have to explore their mind and ideas, put their strong arguments about something in the case to make the readers agree with them. Nguyen Huy (2015: 54) states that writing is a complex activity that draws on an individual's knowledge, basic skill, strategies and ability to coordinate multiple processes. In addition, when the students write

they actually explore the language, how they create a good word, a good paragraph and a good text. It means when students creating their argument in written form, the quality of grammar is very important to make the reader understood students argumentation in their text. When the students do not consider grammar on their writing, they could arrange messy sentences. In fact, the sentences in their writing would be meaningless. In other words, it is necessary for the students to pay attention to their grammar when they write a text. It is because the accuracy of the language can lead the readers comprehend the text they read. Thus, the students have to pay attention to the English grammar to make the readers understand the writers' intended meaning.

The second reason was, the students still confused to make analytical exposition text based on correct generic structure. M. Zaim and Mohd, Ansyar (2013) clarify that the generic structure is very important to know by the students because by knowing the generic structure of the text the students could create the text well. It means that in mastering analytical exposition text the students must understand the generic structure of analytical exposition text. The generic structure consists of thesis, argument and reiteration. Thesis is introducing the topic and indicating the writer position. It will be a background of the text that will lead the reader's thinking about the text. Next is argument, it has huge explanation the idea of the text, where the students develop the text and think hard how their idea can be received. Simply, the students need to provide evidence, facts and their knowledge. Then reiteration, it is placed in the last paragraph of analytical exposition text. Its function is as restating the previous idea that the idea is important to discuss.

In English, there are two kinds of exposition texts. Analytical exposition text and hortatory exposition text. So understanding steps of the generic structure is needed. The generic structures of analytical and hortatory exposition texts have little differences. The components of analytical are thesis, argumentation and reiteration while hortatory's components are thesis, argumentation and recommendation. So mastering the generic structure really helps students to see the differences. In fact, students in senior high school had difficulties in differentiate both of exposition texts. Almost all of the student considered that analytical and hortatory are the same text and have the same generic structure too. And that what makes their writing have low quality in analytical exposition text.

Therefore, based on the explanation above, in this study, the researcher would like to find out how is the quality of analytical exposition text written by grade two students of MAN 3 Sungai Penuh from their grammar and the generic structure. There were some studies which had been conducted related to the teaching analytical exposition texts and one of them is about "The Use of Passive Voice in Analytical Exposition Text Written by Senior High School Students at Grade XI Natural Science Class in Sman 1 Nan Sabaris" conducted by Hilmi, Yenni, and Yuli (2013).

2. RESEARCH METHODS

This research was a descriptive. It was aimed to know the quality of analytical exposition text written by grade two students of MAN 3 Sungai Penuh viewed from grammar and the generic structure. This research used a writing test, analytical exposition text on the context that they have learnt in the previous

semesters. Based on that, the quantitative descriptive research was used. Gay (2000:275), explains that descriptive research involves collecting data in order to test hypotheses or answer question concerning the current status of the subject of the study.

This research conducted in MAN 3 Sungai Penuh. The population of the research was grade two students of MAN 3 Sungai Penuh. According to Gay (2000:124), population is the group of interest to the researcher, the group which she or he would like the results of the study to be generalized which is known as a target population, or the group from which the researcher can realistically select subjects, which is known as an available population. In most studies, the type of population chosen is the accessible population in which the entire group of interest to the researcher is available. Total population in this research was 75 students. They were divided into XI IPS 1, IPS 2, IPS 3, and IPS 4.

In choosing the samples, the technique of sampling was used by the researcher was cluster random sampling method. According to Gay (2009:129) defines that cluster random sampling is sampling in which groups not individuals are randomly selected. Totally, there were four social science classes at grade two students of MAN 3 Sungai Penuh. From those four classes XI IPS 1 1, XI IPS 2, XI IPS 3, and XI IPS 4, the researcher only chose two classes as the sample by using cluster sampling method. The sample that had been chosen was XI IPS 1 and XI IPS 2. Because the numbers of students in one class are inadequate to conduct a research, the researcher decided to use two classes instead.

To collect the data, the instrument of this research that was used by the researcher was writing test. As stated by Hughes (1989) the best way to test people's writing ability is to get them to write. The writing test was concerned to English analytical exposition text. The researcher provided five topics of analytical exposition. Five lists of topics were chosen by the students, which one of the topics was interesting for them. The most three preferable topics chosen by the students was used. The students must write an essay writing in 200-250 words or four to five paragraphs. The time was given was 90 minutes or one meeting (2x45 minutes).

To scoring students writing text viewed from grammar, the researcher adopted expository writing rubric by Rosenwaser 1997.

Table 1: Expository Writing Rubric

Criteria	Content of Score
Effective in using simple present tense, reasoning conjunction to state the argument.	80-100 Excellent
Mostly effective in using simple present tense, reasoning conjunction to state argument.	60-79 Good
Effective but construction is simple present tense, reasoning causal conjunction to state arguments..	50-59 Fair

There are major problem in using simple present tense, reasoning casual conjunction to state argument.	0-49 Poor
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To scoring students writing text viewed from the generic structure, the researcher used the following assessment.

Thesis

Score	Criteria
Excellent 80-100	<ul style="list-style-type: none"> • The main idea in thesis statement is stated very clearly that based on the topic • Stating the writer's position about topic of the text. • Topic is specific.
Good 60-79	<ul style="list-style-type: none"> • Thesis has s thesis statement that related to the topic. • Stating the writer's position about the topic. • Having wide topic and opinion.
Fair 50-59	<ul style="list-style-type: none"> • Thesis has thesis statement but not mention clearly. • Indicate writer's position • Having wide topic and opinion.
Poor 0-49	<ul style="list-style-type: none"> • Thesis statement is not clear or thesis statement not related to the topic. • Didn't mention writer's position. • Having wide topic and opinion

Argument

Score	Criteria
Excellent 80-100	<ul style="list-style-type: none"> • Have one topic sentence that related to the thesis. • Have supporting detail that is related to the topic sentence. • Develop and support each point argument.
Good 60-79	<ul style="list-style-type: none"> • Have one topic sentence that is related to the thesis. • Have supporting detail that related to the topic. • Develop each point.
Fair 50-59	<ul style="list-style-type: none"> • Have one topic sentence. • Have supporting detail that related to topic statement. • The argument does not have enough supporting point.
Poor 0-49	<ul style="list-style-type: none"> • Have one topic sentence but it is not related to the thesis statement.

	<ul style="list-style-type: none"> • Have supporting detail but not related to the topic sentence. • Argument does not have supporting point.
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Reiteration

Score	Criteria
Excellent 80-100	<ul style="list-style-type: none"> • Restated the thesis or writer's position with different way from the thesis statement. • Having good conclusion that mentions briefly that related to the topic. • Reiteration does not have any new additional material about the topic.
Good 60-79	<ul style="list-style-type: none"> • Restated the thesis or writer's position with different way from the thesis statement. • Have conclusion that related to the topic. • Reiteration does not have any new additional material about the topic.
Fair 50-59	<ul style="list-style-type: none"> • Restated the thesis or writer's position that similar with thesis statement. • Have good conclusion that related to the topic. • Reiteration does not have any new additional material.
Poor 0-49	<ul style="list-style-type: none"> • Restated the thesis and writer's position but not related to the topic. • Reiteration have unclear conclusion. • Mention or add any new materials in reiteration.

The total score of student writing viewed from the generic structure that analyzed from thesis, argument and reiteration was obtained by the following formula.

$$GS.q = Tq + Aq + Rq$$

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GS.q = Total score of generic structure quality

Tq = quality score in thesis

Aq = quality score in argument

Rq = quality score in reiteration

The final score was used to make the conclusion of the data finding of this research that based on grammar and the generic structure could be calculated by using the following formula:

$$M = \frac{\sum fx}{N}$$

Heaton (1991)

Where: M : mean
 Σfx : the total score
 N : the number of student

Finally, the data was converted to the following table which is suggested by as the table below:

Table 2: Student's quality classification by Haris (1969).

Score	Rating Quality
80-100	Excellent
60-79	Good
50-59	Fair
0-49	Poor

From the table above, it can be explained that if the students' score between 80-100 the level's quality were Excellent. The students who got score 60-79 were Good. The students who got 50-59 were Fair. The students who got 0-49 were Poor.

3. FINDINGS AND DISCUSSIONS

A. Result

1. The Quality of Analytical Exposition text Viewed from Grammar

Table 3: Students' Quality in Grammar

No	Students' Code	Scorer 1	Scorer 2	Average	Quality
				Scorer 1&2	
1	01	83	79	81	Excellent
2	02	77	76	76,5	Good
3	03	60	60	60	Good
4	04	82	79	80,5	Excellent
5	05	65	64	64,5	Good
6	06	68	65	66,5	Good
7	07	59	58	58,5	Fair
8	08	82	81	81,5	Excellent
9	09	75	70	72,5	Good
10	010	79	78	78,5	Good
11	011	79	79	79	Good
12	012	80	80	80	Excellent
13	013	77	81	79	Good
14	014	55	55	55	Fair
15	015	80	81	80,5	Excellent
16	016	80	80	80	Excellent

17	017	77	76	76,5	Good
18	018	77	75	76	Good
19	019	77	72	74,5	Good
20	020	77	77	77	Good
21	021	79	77	78	Good
22	022	79	78	78,5	Good
23	023	82	82	82	Excellent
24	024	80	81	80,5	Excellent
25	025	80	70	75	Good
26	026	80	80	80	Excellent
27	027	79	79	79	Good
28	028	79	78	78,5	Good
29	029	77	77	77	Good
30	030	60	60	60	Good
31	031	80	79	79,5	Good
32	032	82	81	81,5	Excellent
33	033	70	66	68	Good
34	034	49	49	49	Poor
35	035	45	44	44,5	Poor
36	036	47	48	47,5	Poor
37	037	49	47	48	Poor
	$\Sigma =$	2686	2642	2664	
	N =	37	37	37	
	X =	72,60	71.40	72	Average

Notes: 81-100 = Excellent, 41-60 = Fair, 61-80 = Good, 0-40 = Poor

From the table above, it can be seen that the highest score was 81,5 it was reached by the student no. 32. The lowest score was 44,5. It was reached by the student no 35.

From 37 students who wrote analytical exposition text, there was found there were 21 students who in good category. They were numbers 2, 3, 6, 7, 9, 10, 11, 13, 17, 18, 19, 20, 21, 22, 25, 27, 28, 29, 30, 31, 33. There were 10 students who in excellent category. There were 4 students who in poor category. They were student numbers 34, 35, 36, 37. Last, there were 2 students in fair category. They were student numbers 7 and 14. Based on the finding of the students' quality in using grammar in writing English analytical exposition text, it can be concluded that grade two students (XI IPS 1, XI IPS 2) was good.

2. The Quality of Analytical Exposition Text Viewed from the Generic Structure.

Table 4: Students' Quality in Writing Analytical Exposition Text Viewed from the Generic Structure

No	Students' Code	Scorer 1			Scorer 2			Average	Quality
		T	A	R	T	A	R		
1	01	79	80	59	79	77	58	71,99	Good
2	02	79	79	80	59	66	69	71,99	Good
3	03	77	51	50	78	41	52	58,16	Fair
4	04	79	65	35	72	59	35	57,49	Fair
5	05	50	50	30	55	41	30	42,66	Poor
6	06	52	53	30	50	50	30	44,16	Poor
7	07	60	52	30	59	59	33	48,83	Poor
8	08	77	83	77	77	79	77	78,33	Good
9	09	30	63	60	30	50	41	45,66	Poor
10	010	81	62	70	80	52	67	68,66	Good
11	011	77	80	62	59	79	62	69,83	Good
12	012	70	65	60	69	60	59	63,83	Good
13	013	70	59	62	77	59	62	64,83	Good
14	014	70	30	50	70	30	50	50	Fair
15	015	71	70	30	77	70	33	58,50	Fair
16	016	79	60	70	78	70	70	71,16	Good
17	017	79	68	76	77	68	59	71,16	Good
18	018	35	59	30	35	59	60	46,33	Poor
19	019	80	68	70	77	68	70	72,16	Good
20	020	77	70	70	77	70	70	72,33	Good
21	021	80	79	59	77	79	59	72,16	Good
22	022	78	70	70	77	71	69	72,49	Good
23	023	77	83	77	77	80	77	78,50	Good
24	024	80	80	80	77	80	50	74,50	Good
25	025	79	79	79	79	79	79	79	Good
26	026	79	60	70	75	70	70	70,66	Good
27	027	77	80	62	75	77	59	71,66	Good
28	028	77	70	59	77	60	59	66,99	Good
29	029	70	59	62	75	59	62	64,49	Good
30	030	77	51	50	77	51	52	59,66	Fair
31	031	79	70	0	75	59	0	47,16	Poor
32	032	60	59	70	75	59	70	65,50	Good
33	033	70	50	0	59	40	0	36,50	Poor
34	034	59	50	0	59	50	0	36,33	Poor
35	035	60	59	0	61	59	0	39,83	Poor
36	036	52	50	30	52	50	30	44	Poor
37	037	35	49	0	35	48	0	27,83	Poor
	Σ =	2561	2365	1869	2517	2278	1823	2235,32	

N =	37	37	37	37	37	37	37	37	
X =	69,21	63,92	50,51	68,02	61,57	49,27	60,41	60,41	Average

Table 5: Total Students in Each Level of Quality in Writing English Analytical Exposition text Viewed from the Generic Structure

Range of Score	Level of Quality	Total of Students	Percentages
61-80	Good	21	56,76%
0-49	Poor	11	29,73%
50-60	Fair	5	13,51%
80-100	Excellent	-	0%
Total numbers		37	100%

From 37 students who wrote analytical exposition text, there were 21 students who in good category. They were numbers 1, 2, 8, 10, 11, 12, 13, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32. There were 11 students who in poor category. They were student numbers 5, 6, 7, 9, 18, 31, 33, 34, 35, 36, 37. There were 5 students in fair category. They were student numbers 3, 4, 14, 15, 30. Last, there was none student found who in excellent category. Based on the finding of the students' quality of the generic structure in writing English analytical exposition text, it can be concluded that grade two students (XI IPS 1, XI IPS 2) was good.

B. Discussion

1. The quality of analytical exposition text viewed from grammar

To write the analytical exposition text, the students had to be able to use the rule of simple present tense. The purpose was to present the cases and arguments. In other words, the students had to present some facts to make their arguments strong by using the simple present tense. Based on the findings, the data showed that 10 students were excellent and 15 students were good in using grammar, there were 10 students had error in using grammar (simple present tense and reasoning conjunction). In general, it might be caused by the students didn't know the basic structure of simple present tense itself. So, it makes error structure of sentences which was written by students. In specifically, most of them had omission of be, wrong use of singular and plural be, omission of suffix -s/-es and wrong use of verb. Sometimes the students used plural verb for singular subject. Besides that, many students also made mistake in using V1 and V1 +s/es. Almost of them used V1 and V1 +s/es for singular subject, noun.

2. The quality of analytical exposition text viewed from the generic structure

There are three major point of the generic structure of analytical exposition text, namely thesis, argumentation and reiteration. Generally, the thesis, argumentation and reiteration of some students were well developed in their essay. It could be seen in their essay that their thesis were express clearly, their argumentation had supporting detail and the reiteration were mention briefly even it was same with the thesis statement. However, their language control still poor, consequently; their essay was not coherence and unite. The lack of fluency in turning idea in writers' position caused by the difference between the writing systems of the learners' first language and foreign language.

4. CONCLUSION AND DISCUSSION

A. Conclusion

Based on the data analysis, the students' quality in writing analytical exposition text viewed from grammar and the generic structure (thesis, argumentation and reiteration) were good. The average of students' score in grammar was 72, it means that almost of all students didn't have many difficulties in using simple present tense and use reasoning conjunction in writing English analytical exposition text. From 37 students who wrote analytical exposition text, there was found that there were 10 students who in excellent category. In quality of students' writing viewed from the generic structure was good, the average of total score from the generic structure (thesis, argumentation, reiteration) got by students in class XI IPS 1 and XI IPS 2 at MAN 3 Sungai Penuh was 60,41, it was belonged to good category. Most of all students could write thesis statement of English analytical exposition text mostly well. There were 28 students were in good category. And also, almost all of students could write argumentation of English analytical exposition text mostly well, the average of students' quality in writing thesis was 68, 61. The average of students' quality in writing argumentation of English analytical exposition text was 62,74, it was belonged to good category. And last, the average of students' quality in writing reiteration of English analytical exposition text was 50 it was belonged to Fair category.

B. Suggestions

Based on the research findings presented in the previous chapter, the researcher suggests several points for the students, especially in MAN 3 Sungai Penuh.

1. In order to understand the analytical exposition text well, it is suggested for the students and teachers to discuss all aspects of text before coming to writing analytical exposition text.
2. The English teachers are suggested to explain the generic structure and grammar used of English analytical exposition text more deeply and clearly in order to get good result for the students.
3. The English teachers are suggested to give more exercise to the students in writing especially in analytical exposition text by using good strategy related to the students' quality in mastering both grammar and the generic structure.

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