

## **Students' Achievement in Writing Analytical Exposition Text At Eleventh Grade Student of SMA N 8 Jambi City**

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### **ABSTRACT**

This study aimed to find out students' achievement in writing analytical exposition text at the Eleventh Grade of SMAN 8 Jambi. This research took this title to find out what the student's lack of understanding the writing analytical exposition text and it is needed to know students' achievement in writing analytical exposition text as a learning tool to evaluate the learning process during pandemic covid-19. This research has 19 respondents and the methodology of this research is quantitative research. This study chose to research SMAN 8 Jambi because wanted to know students' achievement in writing analytical exposition text. In this research, there are three indicators of writing analytical exposition text were a thesis, argument, and reiteration. The student has the writing test based on the topic by This research and writes it with three indicators of analytical exposition text. From the result, This research found that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

**Keyword:** *Analytical Exposition Text, Writing, Achievement*

### **INTRODUCTION**

English is an international and prevalent language used by people from various countries to communicate and relate with others. According to Steve (2017), English is used as a second language by many societies to communicate with other people although it is not their language. Besides that, English is also used in developing other subjects such as science, technology, etc. According to Crystal (2012), there is an extending circle using English as a foreign language. China, Japan, Greece, Poland, and also Indonesia are included in that circle. It means that English is a foreign language since the first language is the local language and the second is Bahasa Indonesia.

English is a foreign language in Indonesia. To master it, Indonesian has to learn English from an early age. Learning English in Indonesia starts from primary school or elementary school although it is not the main subject. According to Hakiki and Hidayati (2017), Indonesian parents are suggested to assist their children to learn English from an early age as it is innocuous their first language. Four skills of English such as Listening, Writing, Writing, and Speaking should be related to each other, and they cannot be separated mutually. Sadiku (2015) states that

the four skills such as writing, listening, speaking, and writing should be incorporated by using an effective way to teach English successfully. One of the important output skills that should be learned is writing. By increasing writing skills, the students can improve their vocabulary, tenses, and fluency that are related to knowledge especially English. It can encourage the learners to increase other skills like writing and listening. According to Ambe (2009), writing is an important skill in the world, therefore politicians, educators, administrators, and researchers strive to make writing important in education.

Based on an interview with one of the English teachers at SMA Negeri 8 Jambi, the hardest skill to teach is writing. Three reasons make writing skills hard to teach. The first is the students' lack of vocabulary. The second is the lack of media or technology used by the teacher. The last is the laziness of the students in writing a long text. These reasons happened because the English teacher of eleventh grade uses the traditional way in teaching writing skills which are she asked one of the students to read a text in front of the class. This traditional way is not interesting for the students in learning English writing.

Analytical exposition is a text that contains This research's thoughts or opinion about the phenomenon surrounding it. Based on basic competence for the second grade of senior high school of the first semester by Kementerian Pendidikan dan Kebudayaan (2013), the students are expected to conceive social function, text structure, and language features of analytical exposition text about the phenomenon and following the context. Similarly, Arianti and Tiarina (2014) stated that senior high school students in grade two have to learn about analytical exposition text as a kind of argumentative text. Therefore, English writing skill especially writing in analytical exposition text is important for eleventh-grade students in Indonesia.

However, based on a previous study in SMAN 8 Jambi, the student's achievement in writing analytical exposition text is lacking. It is only three students who can pass the analytical exposition paragraph writing test. The reason is, the first is the students' lack of vocabulary. The second is the lack of media used by the teacher. Third, some of the students did not know how to use google classroom. moreover, It is needed to know students' perception of google classroom as a learning tool to evaluate the learning process during pandemic covid-19. The last is the laziness of the students in writing a long text.

In addition teachers' role also becomes the main cause why students face many problems in learning an Analytical Exposition text. The teacher practice a monotonous way of teaching English, especially in writing. To enable the students to master those language skills, English teachers should provide materials that are appropriate to the curriculum and find suitable media in the teaching and learning process.

Many other tools of Google together including Google Drive, Google Docs, Sheets and Slides, and Gmail to help educational institutions go to a paperless system. (Wikipedia, 2018). Teachers use several learning applications to support online-based learning, such as Google Classroom. Google Classroom as a free tool offers various features which encourage student-teacher interaction through a virtual online class. It helps the teacher and also students to learn during Pandemic Covid-19.

Based on the problems and the condition above, this research uses google classroom as media for evaluating students' achievement in writing analytical exposition text.

## **WRITING**

Writing, by definition, is an act of communication, a purposeful means of addressing an audience. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea is also supported by Weigle (2002) "who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience". From the definition, it means that it is important to view writing not only as of the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed.

## **THE PROCESS OF WRITING**

In the process of writing, not only focuses on the final output but also pays attention to practice. Hyland (2004) states that illustrator stages of writing give students a clear understanding that the writing process is significant to produce good writing. There are stages in process of writing. First, the students and teachers select the topics. They can join to select the topic in writing. Second, it is pre-writing. In this stage, the students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing (drafting). In this stage, the students begin to write down their ideas on a piece of paper. The next stage is responding to revision. It is done by the teachers or pairs. It is about developing ideas, organizing the texts. Then, it is about evaluation. After that, it is published. It is about the students' performance. It means that students can present or show their writing in front of the class. The last stage is the follow-up task. It was conducted to conclude the weaknesses of writing.

## **KINDS OF WRITING**

According to George E. and Julia M Burk (1980) said that "the form of writing used to tell or relate is called narration: that used to describe is called description: that used to explain or interpret is called exposition the form

of writing used to persuade or argue is called argumentation.

There are four kinds of writing:

- a. Narration
- b. Description
- c. Exposition
- d. Persuasion/argumentation

### **CONCEPT OF ANALYTICAL EXPOSITION TEXT**

Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Pardiyono (2007) stated that hortatory exposition text is something that should be or ought to be, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. Analytical exposition is more similar to descriptive arguments and hortatory exposition can be said like suggestive arguments.

According to Knapp & Watkins (2005) stated that analytical exposition is a text type that focuses on the purpose of argument. It needs a viewpoint and providing evidence or some fact to support it. On the other hand, Pradini (2014) said that analytical exposition is a type of spoken and written text that is intended to persuade the listeners or the readers that something is the problem. To make the persuasion stronger, the speaker or writer gives some arguments as the basic reasons why something is the problem. There are examples of analytical exposition text such as scientific books, journals, essays, editorials, magazines, newspaper articles, academic speeches or lectures, research reports, etc. This type of text is popular among science, the academic community, and educated people.

### **GENERIC STRUCTURE OF ANALYTICAL EXPOSITION TEXT**

Knapp & Watkins stated the structure of an analytical exposition text consists of thesis, arguments, and reiteration.

- a) Thesis

This is the first stage of analytical exposition text. It begins with a clearly stated thesis or major position of the writer. It is not followed by elaboration or any supporting statement.

For example, Education at an early age given by parents plays an important role in the

growth and development of children. Parents who study parenting are better prepared to monitor the development of their children according to their age. Without proper preparation, a child's growth and important things to do at that time can be missed, thus having an impact on further development. For example, in the case of giving gadgets to children.

- b) Argument

This is the second stage of analytical exposition text. The writer needs to elaborate the arguments or present factual data like graphs, pictures, and charts to support the text. The arguments may use ordinal adverbs followed by the supporting sentence in each paragraph. It makes the reader more easily get the information that the writer tells about.

### **RESEARCH METHODOLOGY**

This research aims to present a research design that discusses students' achievement in writing analytical exposition text at eleven grade of SMAN 8 Jambi. This research is a quantitative method. The results of this research were obtained by using a test that was given to students. Based on the explanation it is used quantitative research because it is a study carried out to reveal an actual situation.

This research has used the quantitative research methodology. The descriptive method is implemented because the data analysis is presented descriptively based on the test. This research has used some techniques to collect the data, such as research subject selection, tests, documentation, and data analysis.

The research approach in this thesis uses a quantitative research approach, as stated (Sugiyono 2017) that quantitative research methods are defined as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, analysis the data are quantitative/statistical, with the aim of proposing predefined hypotension.

This research used Random sampling to take the sample. Random sampling is a form of sampling in which every sample has an equal chance of being selected, and This research used the method of lottery to get the sample. One of the common ways is to use the lottery method, which is a mechanical example of random sampling. In this method, This research

gives each member of the population a number. Researchers draw numbers from the box randomly to choose a sample and the sample of this research is students from XI IPA 3 with 19 Students.

The instrument used to collect the data is a writing essay test with analytical exposition text. The theme of the essay test is “my activity during a covid-19 pandemic”, “All about my favorite influencer in socmed” and “my best friends”. The students should write the essay by their comprehending of its text and by their language at least 3 paragraphs with 200 words at all. The data is getting from students’ writing essays and match with the rubric score.

There are three components presented in the rubric score of analytical exposition text that is the thesis, argument, and reiteration. This research uses an analytical scoring rubric to analyze the data related to the students’ writing of analytical exposition text.

The classification of students score into four levels:

**Table 1**  
**Classification students score**

No	Classification	Score
1	Very good	80-100
2	Good	60-79
3	Fair	50-59
4	Poor	0-49

Source: Atikah Wati (2018:41)

The total score of students writing viewed from the generic structure that analyze from thesis, argument, and reiteration obtained by the following formula:

$$GS.q = \frac{Tq + Aq + Rq}{3}$$

GS.q = Total score of generic structure quality

Tq = Quality score in thesis

Aq = Quality score in argument

Rq = Quality score in reiteration

Data obtained from the field, presented in tabular form and described. The description of the data is strengthened by the presentation mean.

Formula of mean:

$$Me = \frac{\sum f_i X_i}{f_i}$$

Me : mean for group data

$f_i$  : total of Samples

$f_i X_i$  : product of multiplication between in each data interval with a class sign( $f_i$ ). The class mark ( $X_i$ ) is the average of the lowest and highest values for each data interval.

The mean is used to find the average value of the score the total of all answers given by the respondents, which arranged in data distribution.

## FINDINGS

The findings from the test, This research shared the test to the whole students at the eleventh grade of SMAN 8 Jambi which consisted of 19 students. Based on categories about the students’ achievement in writing analytical exposition text, This research found the result of students, is displayed in the table.

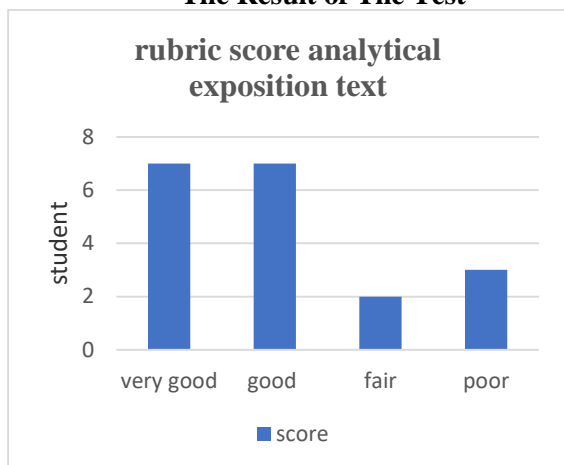
a. The Result of Students’ class XI IPA 3

The Test was conducted on 4<sup>th</sup> January 2022. In this test, the students were assigned to write an essay test with analytical exposition text. The theme of the essay test is "my activity during a covid-19 pandemic", "All about my favorite influencer in socmed" and "my best friends". The students should write the essay by their comprehending of its text and by their language at least 3 paragraphs with 200 words at all. The data is getting from students’ writing essays and match with the rubric score.

**Table 2**  
**The Result of The test**

NO	INITIALS	SCORE	CLASSIFICATION
1	ADF	68,3	Good
2	PS	78,3	Good
3	ADA	56,6	Fair
4	MRF	60	Good
5	RAZ	68,3	Good
6	ADS	40	Poor
7	MREA	73,3	Good
8	AW	83,3	Very good
9	AM	43,3	Poor
10	ADP	81,6	Very good
11	ZNC	48,6	Poor
12	APAS	95	Very good
13	K	86,6	Very good
14	NAZ	73,3	Good
15	DSP	86,6	Very good
16	AJ	70	Good
17	MRA	50	Fair
18	ASR	81,6	Very good
19	OM	83,3	Very good

**Chart 1**  
**The Result of The Test**



Based on the table 19 students participated in this research because only 19 students responded. After all, when This research was given the test in the classroom, students in SMAN 8 Jambi were divided into 2 class sessions so only 19 students that active and join to respond to This research and be the sample to this research. And the table shows that the students have very good scores in analytical exposition text because the students could write the essay test by the topic criteria that have been determined by This research. From this result, the students have perceptual intervals are very good, good, fair, and poor scores to analyze the resulting test the students.

b. The student with Very Good Score

The students that have category very good score in the result of the essay test, 7 students have very good score test they are AW, AP, APAS, K, DSP, ASR and OM with interval 80-100 point.

c. The student with Good Score

The students that have category good score in the result of the essay test, 7 students have good score test they are ADF, PS, MRF, RAZ, MREA, NAZ and AJ with interval 60-79 point.

d. The student with a Fair score

The students that have category fair scores in the result of the essay test, 2 students have fair score test they are ADA and MRA with interval 50-59 points.

e. The student with Poor Score

The students that have category poor score in the result of the essay test, 3 students have poor score test they are ADS, AM and ZNC with interval 0-49 points.

**The Result Test based on the Indicator Structural**

They are the result of students' achievement in writing analytical exposition text based on the indicator generic structure.

a) Thesis: Based on the research of 19 students, there are 12 students whose thesis scores are high with a score of 100.

Thesis	<p>“ Jerome Polin Sijabat is a Youtuber, internet celebrity, and Indonesian businessman. Jerome is known for starting a Youtube channel called Nihonggo Mantappu and shares his personal life as an Indonesian student in Japan. Jerome is a highly educated and educated person. After graduating from SMAN 5 Surabaya, he continued his education at Waseda University majoring in Mathematics. In his hometown, he is indeed known as an intelligent and outstanding student.”</p>
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Based on the writing of the text above, it can be seen that the elements of the thesis in the analytical exposition text have met the requirements marked by the presence of indicators for the preparation of the thesis, namely the main idea in the thesis statement is stated very clearly that based on the topic, stating the writer's position about of the text and topic is specific.

b) Argument: Based on the research of 19 students, there are 9 students whose thesis scores are high with a score of 95.

Argument	<p>“Besides education, Jerome often motivates his followers. He is an influencer who always gives positive encouragement and inspiration. One example of Jerome Polin’s motivational words is 'Stop comparing yourself to others. Jerome reminds us that everyone has their strengths and weakness. Jerome became one of the two recipients of the Mitsui Bussan scholarship in 2016. Not only academic achievement, but</p>
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	Jerome also has talent in other fields. He is good at singing, playing piano, basketball, and also soccer.
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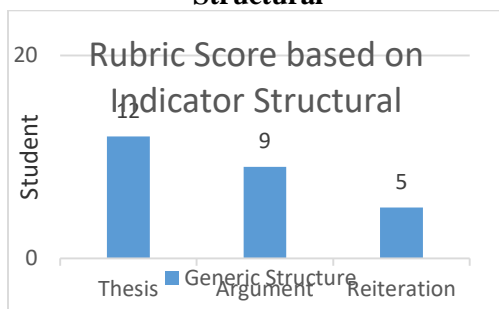
Based on the writing of the text above, it can be concluded that the indicators for the argument section are an analytical exposition text are met. it can be seen that the text has one topic sentence that is related to the thesis, has supporting details that are related to the topic sentence, and development and support each point argument.

- c) Reiteration: Based on the research of 19 students, there are 5 students whose thesis scores are high with a score of 95.

Reiteration	“ As an achiever, Jerome cares about the condition of education in Indonesia. Jerome aspires to become a Minister of Education who can advance Indonesian education for the better. Since childhood, this 22-year-old man has loved mathematics because of his love for mathematics. He also created a Youtube channel. He hopes that his love of mathematics can be transmitted to others.”
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Based on the writing of the text above, it can be concluded that the indicators of the reiteration that compose the analytical exposition text have represented the indicator elements, namely restated the thesis or writer's position with different ways from the thesis statement, having a good conclusion that mentions briefly that related to the topic and reiteration does not have any new additional material about the topic.

**Chart 2**  
**The Result Test based on the Indicator Structural**

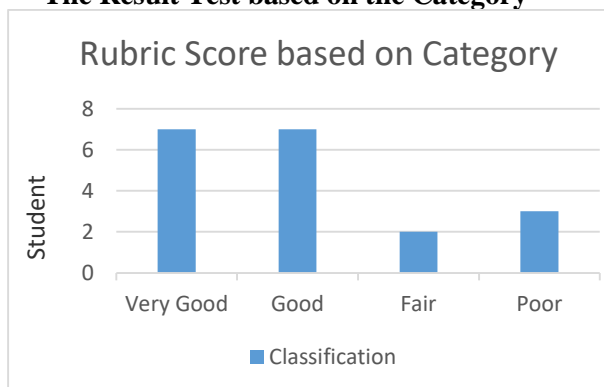


**The Result Test based on the Category**

The is the score of students' achievement in writing analytical exposition text based on the rubric score in the classification category.

- a) Very Good: The 19 students that have category very good score in the result of the essay test, 7 students have a very good score. This can happen because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score.
- b) Good: The 19 students that have category good score in the result of the essay test, 7 students have a good score. This can happen because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score.
- c) Fair: Of the 19 students that have category fair scores in the result of the essay test, 2 students have a fair score. This happens because these 2 students are quite capable of compiling complete indicators in analytical exposition text where the thesis, argument, and reiteration sentences are structured and according to the standard writing rubric score, although not so perfect as the thesis statement but not mentioned clearly or the argument does not have enough supporting points.
- d) Poor: The 19 students that have category poor score in the result of the essay test, 3 students have a poor score. This happened because 3 students did not compile the completeness of indicators in the analytical exposition text where the thesis, argument, and reiteration sentences were incomplete and did not match the standard writing rubric score such as didn't mention topic and opinion, or argument does not have supporting point and reiteration have an unclear conclusion.

**Chart 3**  
**The Result Test based on the Category**



**Result Analysis Indicator The Test**

This research analyzes the result of the test. There are 3 indicators in the writing test that is thesis, argument, and reiteration. Based on the indicators, the student gets the point as follows:

**Table 3**  
**The distribution of writing analytical exposition text**

Score	Level	Frequency	Percentage (%)
80-100	Very good	7	36,8%
60-79	Good	7	36,8%
50-59	Fair	2	10,6%
0-49	Poor	3	15,8%
<b>Total</b>		<b>19</b>	<b>100%</b>

From data above, it showed that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

**DISCUSSIONS**

The result of the test to 19 students of the eleventh-grade students of SMAN 8 Jambi showed that students have a very good category in writing analytical exposition text tests. In general, from the result of the student's test score, the students got perception interval 80-100 with 7 students which means the students are very good at writing essay tests about analytical exposition tests.

There are 3 aspects in the analytical exposition test, they are thesis, argument, and reiteration. And there is a perception interval with score and category which determines the category of the result of the student writing test. Based on the findings, it can be seen that the student's ability to write analytical exposition text and understanding about aspect consist of.

Of the 19 students that have category very good score in the result of the essay test, 7 students have a very good score. This can happen because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score. category fair score in the result of the essay test, 2 students have a fair score. This happens because these 2 students are quite capable of compiling complete indicators in analytical exposition text where the thesis, argument, and reiteration sentences are structured and according to the standard writing rubric score, although not so perfect as the thesis statement but not mentioned clearly or the argument does not have enough supporting points. The category poor score in the result of the essay test, 3 students have a poor score. This happened because 3 students did not compile the completeness of indicators in the analytical exposition text where the thesis, argument, and reiteration sentences were incomplete and did not match the standard writing rubric score such as didn't mention topic and opinion, or argument does not have supporting point and reiteration have an unclear conclusion.

In conclusion, in writing analytical exposition text, the students have to get the meaning from the text. This process involved the students' background knowledge about the topic of the text. The students begin to construct meaning by relating what they know to the new information in the text. The students must be starting write the analytical exposition text with three indicators that is thesis, argument, and reiteration. When they got a problem in doing it, they formulate the problem, gather the data by writing the text and after that, they analyze the data to conclude. In the teaching process, the teacher helps it to make the process of understanding the text easier.



## CONCLUSSIONS

This research focused on analyzing students' achievement in writing analytical exposition text at the eleventh grade of SMAN 8 Jambi. The main problems of this research are the student's lack of vocabulary, laziness in writing a long text, and This research needed to know students' achievement in writing analytical exposition text.

Based on the research result, This research found that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

The student with very good score category of the result is AW, AP, APAS, K, DSP, ASR, and OM with intervals of 80-100 points. The students that have category good score in the result of the essay test, 7 students have good score test they are ADF, PS, MRF, RAZ, MREA, NAZ and AJ with interval 60-79 point.

In conclusion, in writing analytical exposition text, the students have to get the meaning from the text. This process involved the students' background knowledge about the topic of the text. The students begin to construct meaning by relating what they know to the new information in the text. The students must be starting write the analytical exposition text with three indicators that is the thesis, argument, and reiteration.

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