

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT AT GRADE XI OF MAN DOLOK MASIHUL

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Abstrak

Kata kunci : *Kemampuan Siswa', Ekspositori Teks*

Penelitian ini difokuskan tentang analisis kemampuan siswa dalam menulis teks ekspositori di kelas XI MAN Dolok Masihul. Masalah penelitian ini adalah sebagian besar siswa masih mendapatkan kelas rendah dengan rata-rata 60-65; Sementara standar kompetensi bahasa Inggris di sekolah ini adalah 75, dan siswa kurang motivasi belajar menulis, jarang mempraktekkan menulis dalam aktifitas. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis teks ekspositori. Untuk menguji apakah analisis kemampuan siswa dalam menulis teks ekspositori cukup. Penelitian ini menggunakan kuantitatif pendekatan. Instrumen data yang dikumpulkan adalah tes.

Metode penelitian adalah pendekatan deskriptif dan kuantitatif. penelitian deskriptif melibatkan mengumpulkan data untuk menjawab pertanyaan tentang pendapat orang tentang beberapa topik atau masalah dan penelitian deskriptif juga disebut penelitian survei. Sumber data yang bertingkat purposive sampling, ada 92 siswa di ke tiga kelas XI MAN Dolok Masihul. Data diolah dan dianalisis dengan proses kuantitatif.

Setelah menghitung dan menganalisis data dari skor siswa, itu bisa ditemukan skor siswa 1865. Berdasarkan kriteria di atas, skor kumulatif adalah 60,16%. Jadi, itu bisa dikategorikan ke dalam kriteria cukup. Dari penjelasan bahwa hipotesis diterima, karena dalam hipotesis bahwa kemampuan siswa dalam menulis teks ekspositori di sebelas kelas MAN Dolok Masihul pada 2015-2016 tahun akademik cukup kategori.

Keyword : *Students' Ability, Expository Text*

This research focused about an analysis of students' ability in writing expository text at eleven grade of MAN Dolok Masihul. The problems of this research were most of the student still get low grade with average 60-65; meanwhile the standard of English competency in this school is 75, and the students were lack motivation in learning writing, seldom to practice writing in activities. Purposes of this research were to analyze the students' ability in writing

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expository text. To examine whether an analysis of students' ability in writing expository text is enough. This research used quantitative approach. The instruments of data collected were test.

The method research was descriptive and quantitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data was stratified purposive sampling, there were 92 students at third class XI MAN Dolok Masihul. Data processed and analyzed with quantitative process.

After calculating and analyzing the data from the students' score, it could be found the score of the students was 1865. Based on the criteria above, the cumulative score was 60,16%. So, it could be categorized into *enough criteria*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students' ability in writing expository text at eleven grade of MAN Dolok Masihul in 2015-2016 Academic year was *enough category*.

INTRODUCTION

Writing is one of the four language skills, writing is a way to convey the ideas by written. Writing is important to be learned and mastered by every individual. Thus, writing as communication indirectly or without face to face. By writing, Students can make expression about what they think with something and improve students new ideas.

Allah said in Holy Al – Qur'an (Al – Qur'an Suroh Al – Qalam 1-3):

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّ لَكَ لَأَجْرًا غَيْرَ
مَمْنُونٍ ﴿٣﴾

Meaning:

Nun. [These letters (Nun, etc.) are one of the miracles of the Qur'an, and none but Allah (Alone) knows their meanings]. By the pen and what the (angels) write (in the Records of men). - You (O Muhammad saw.) are not, by the Grace of your Lord, a madman -. And verily, you (O Muhammad) will be an endless reward.

Based on the Holy Qur'an above can be known writing is very important in our daily especially for students. Another reason writing can reach vocabulary, it involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target. That is students can write composition. For

example, student are being creative. Besides, writing is not only improve their language ability but also stimulate thinking and this develop their cognitive.

Further, the students must be able to arrange writing in narrative, descriptive, expository, news item, recount, and procedure. Students must be able to write simple paragraph into narrative, descriptive form with a good text structure. Text structure is talk about the activity to introduce students the idea that science writing is organize in identifiable pattern. As mention before kinds of writing are narrative, procedure, and anecdote, last expository.

RIVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, some theories are needed to explain clearly some concept or terms apply in the research. The terms are below:

A.1 Students' Ability

Students' ability comes from two words; students and ability. Student, according to Oxford Dictionaries is “person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject”.⁴ A student is a learner, or someone who attends and educational institution. So, here student is included part of person which must understand about text.

Then ability is power to do something right physical or mental which has of persons to develop the knowledge from experience. Ability in this research is face to the student which is do the activity of study. Ability meant also “skill to perform certain action both physically and mentally both before and after receiving training”.⁵ So, students' ability in the research meant students mastery or understanding of a particular learning material that is achieved by students after study.

⁴A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2005), p.502.

⁵James Drever, *Kamus Psikologi* (Jakarta : BinaAksara, 1998) p. 2

Allah SWT said in Al-Qur'an (An Nahl : 78) :

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ

لَعَلَّكُمْ تَشْكُرُونَ

Meaning :

And Allah has brought you out from the wombs of your mothers while You know nothing. And He gave You hearing, sight, and hearts that You might give thanks. (to Allah).

A.2 Defenition of Writing

Writing is an activity to express ideas with structure and grammar, process and product. The writer imagines ,organizes,draft, edits, read, and rereads. This process of writing is often cyclical, andsometimes disorderly. Ultimately, what the audience sees, whether it is aninstructor or a wider audience, is a product –an easy, letter, story, or research report.Writing is also a creative process and creatively means making something out of nothing. When students write composition for example they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking and this develop their cognitive.

A.2.1 Important Factors in Writing

Writing is one of the most important skills in language learning besides reading, listening and speaking. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Writing is of vital important for us. There are some important factor to write.

- a) Having the right attitude about writing:One sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift. People

with this attitude think that they are the only ones for whom writing is an unbearably difficult activity.

- b) **Knowing your subject:** Whenever possible, try to write on a subject which interests you. You will find it easier to put more time into your work. Even more important. Try to write on a subject that you know about. If you do not have direct experience with the subject. You should at least have indirect experience knowledge gained through thinking reading or talking about the subject.
- c) **Prewriting :** If you are like many people, you may have trouble at times getting started with your writing. A mental block may develop when you sit down before a blank sheet of paper.
- d) **Outlining :** An effective pieces of writing rests on a strong foundation: logical thinking. Any paper that you write must be completely thought out and planned. The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by the three body paragraphs.
- e) **Rewriting and proofreading:** Writing an effective paper is almost never done all at once. Rather, it is a step by step process in which you take your paper through a series of stages prewriting, first draft, added drafts, and final draft.⁶

So, based on those definition researcher concludes the important in writing are having the right attitude about writing, Knowing your subject, Prewriting, Outlining, Rewriting and proofreading.

A.2.2 Aspects of Writing

The main aspect of writing are to get and search information include content and meaning of the text. There are some aspects of writing such as:⁷

- 1) **Writing meaningful text: Encoding**

⁶ Jhon Langan, *College Writing Skills With Readings*(New york:Prentice Hall, Inc, 1985), P.89.

⁷<http://assessment.tki.org.nz/Progress-and-Consistency-Tool/The-PaCT-frameworks/PaCT-aspects/Writing-aspects>. It is a snapshot of the page as it appeared on 6 Jan 2016 19:11:42 GMT.

Beginning writers put a lot of their focus on encoding, or spelling, the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes a knowledge of how words work (for example, phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) as well as an expanding memory bank of high frequency words.

2) Writing meaningful text: Using knowledge of text structure and features

This aspect focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of written text. Students develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices to meet different purposes for writing.

3) Writing meaningful text: Vocabulary knowledge

Students initially use words that are in their oral language or that have been generated in a classroom activity writing purpose. At a midpoint in their development, students can start to use vocabulary encountered in their reading as well as the academic language of learning. Expert students become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculum specifically for the, including words and phrases that express abstract concepts.

4) Using writing to think and organise for learning

Students use their (reading and) writing to organise their ideas and information for different learning purposes. Students develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down, and organising ideas and information, using appropriate formats. They collate, analyse, and classify the content they need for a variety of curriculum tasks.

5) Creating texts to communicate knowledge and understanding

From the start of schooling, students use their writing to demonstrate their knowledge and understanding about topics and themes from across the curriculum. As they develop their writing expertise, they become more adept at revealing what they know and selecting and using text features, including text structure and language features that are increasingly topic or subject specific.

6) Creating texts for literary purposes

Students use their writing for literary purposes. They develop their expertise in creating different types of texts that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness.

7) Creating texts to influence others

Even when they are novice writers, students create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind. Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features and control the language they use in order to make the maximum impact on their audience.

So, based on those definition researcher concludes the aspect of writing are writing meaningful text, writing meaningful text: Using knowledge of text structure and features, writing meaningful text: Vocabulary knowledge, Using writing to think and organise for learning, Creating texts to communicate knowledge and understanding, Creating texts for literary purposes, Creating texts to influence others.

A.3 Evaluation of Writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assesments in writing task are:⁸

According to Arthur Hughes there are some criteria of writing assessment.

⁸ Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.S

A.3.1. Grammar

Grammar is the part of the study of language which deals with forms and structure of word, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

A.3.2. Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

A.3.3. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

A.3.4. Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate .

A.3.5. Form (Organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

A.4 Expository text

Expository text is giving directions or explaining a process, and according to Sanggam Siahaan and Kisno Shinoda stated than expository text is a written english text in which the writer persuades people that something should or should not be the case.⁹ Then, Otong Setiawan Djuharie stated that expository text is to tell author's idea or argument about a phenomena or case or problem.¹⁰ This is a unique text, a writer have to arrange some ideas in

⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu,2008),P.101.

¹⁰Otong Setiawan Djuharie, *Genre Dilengkapi 700 soal Uji Pemahaman* (Bandung: CV. Yrama Widya, 2007), P.31.

which a reader will be persuaded by there or more argument and hope the reader will be persuaded.

A.4.2 Kind of Expository text

Expository text have two forms, they are analytical exposition and hortatory exposition.

1) Analytical exposition

Social function to persuade the reader or listener that something is in the case. Generic structure:

(a) Thesis

Position: introduces topic and writer's position.

Preview; outline the main arguments to be presented.

(b) Arguments

Point: restates main argument outlined in preview.

Elaboration: develops and supports each point/argument.

(c) Reiteration: restates writer's position.

Significant Lexicogrammatical Features:

Focus on the Generic Structure.

Use of simple present tense.

Use Relational Process.

Use of external Temporal Conjunction to stage argument.

Reasoning through Causal Conjunction or nominalization.

Example

Is Smoking Good for Us ?

Before smoking, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nierly a quarter of smokers die because of disease caused by smoking.

Ninety percent of lung cancers are caused by smoking. if ones smoke five cigaretes a day, they are six times more likely to die of lung cancer than a non smoker. if they smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffersof bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Aditionally, children of smoker are more likely to develop bronchitis and pneumonia in one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is good for every body else.

1. Generic structure Analysis

a. Thesis: Position

Before smoking, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nierly a quarter of smokers die because of disease caused by smoking.

b. Arguments

Ninety percent of lung cancers are caused by smoking. if ones smoke five cigaretes a day, they are six times more likely to die of lung cancer than a non smoker. if they

smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

c. Reiteration

Additionally, children of smoker are more likely to develop bronchitis and pneumonia in one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

d. conclusion

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is good for every body else.

2) Hartatory expositions

Social function to persuade the reader or listener that something should or should not be in the case. Generic Structure:

- (a) Thesis: announcement of issue of concern or this stage usually includes a “preview of arguments”. It is introduces topics and indicates writer’s position.
- (b) Argument: reasons for concern, leading to recommendation or this stage consists of a “point and elaboration” sequence. The number of points may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to the writer’s choice, but it is usual to discuss the strongest pont first.
- (c) Recommendation: statement of what ought or ought not to happen.
- (d)

RESEARCH

The design of this research will descriptive in nature, because the researcher wanted to describe the students’ ability in writing expository text. Descriptive method is a survey that

determines and allocates it with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation).

In order to gather the data accurately on students' difficulties in writing expository text, the researcher gave a writing test. Test is some tittle to get information that point understanding the text. Appropriate with the instrument of this research, the researcher wants to analyze the students' difficulties in writing expository text. In this research, researcher gave test about writing a text expository and then order to get the information of the text like analyzing generic structure, grammatical, and language features

After data is collected, the researcher had analyzed the data by using some steps, they are:

1. Counted the students' answer and then classified it based on their score.
2. Calculate their result (mark)

Because the researcher use the test so,the researcher also want to:

- a. Know the range of the data, the formulation is:

$$\text{Range} = \text{High Score} - \text{Low Score}$$

- b. Know the total of classes (BK), with the formula:

$$1 + 3,3 \log n$$

- c. Know the interval (i) used the formula:

$$i = \frac{R}{BK}$$

- d. Know the mean score used the formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

- e. Know the median score used the formula:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

f. Know know the modus of score used the formula:

$$\text{Modus} = b + p \left(\frac{b_i}{b_1 + b_2} \right)$$

g. The researcher also used tabulation of the data, it was done to account and gave the score to students answered though the test and took on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and put them on the table by using the formula below:

$$p = \frac{f}{N} \times 100 \%$$

Explanation:

f = Frequence

N = Number of classes

p = Percentage.¹¹

h. Uji Z

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation: x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion¹²

¹¹AnasSudijono, *Op.Cit.*, p. 43.

¹²Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

Table IV
The Classification Quality of The Students' Score¹³

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

After the researcher found the mean scores of all students', it has been presented to the criteria as follows:

- 1) If the value of means score 0-20, it can be categorized into very low ability.
- 2) If the value of mean scores 21-40, it can be categorized into low ability.
- 3) If the value of mean score 41-60, it can be categorized into enough ability.
- 4) If the value of mean score 61-80, it can be categorized into high ability.
- 5) If the value of mean score 81-100, it can be categorized into very high ability.

RESEARCH FINDINGS

Based on the result of the calculation above, it is found that the students' ability in writing expository text the higher score of students was 85 score and the lower score was 25 score , range 60, mean score 60 and median score 64.5 and the total of class BK 10 and interval I was 7, and modus was 63.75. Based on the calculation means score above, the students couldn't achieved KKM that was 60. So the ability of students in writing expository text was 60%.

¹³Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), P.89.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on “An Analysis of Students’ Ability In Writing Expository Text at Grade XI of MAN DOLOK MASIHUL”, the researcher gave conclusion as follows:

- a. The mean score of An Analysis of Students’ Ability in Writing Expository Text are 60,16 it could be categorized in to enough ability.
- b. The hypothesis of An Analysis of Students’ Ability in Writing Expository Text was rejected by using z-test. It can be seen $z_{hitung} -4,20 < z_{tabel} 3,26$.

B. Suggestions

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students’ ability in writing other text.
2. To the students of MAN DOLOK MASIHUL should have to do practice in writing text, especially expository text.
3. To the teacher especially English teachers of MAN DOLOK MASIHUL were hoped to develop the students’ ability in writing text, especially expository text.
4. To the head master of MAN DOLOK MASIHUL should be active to look her students’ ability.

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