

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING ANALYTICAL
EXPOSITION TEXT AT XI GRADE OF MAN 2 POLEWALI MANDAR**



THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
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

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ABSTRACT

Name : Reski
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This study aims to determine the ability to write English analytical exposition text in class XI Grade of MAN 2 Polewali. Therefore, the main problem is how the students' ability to write analytical exposition texts in class XI Grade of MAN 2 Polewali. This research is a qualitative descriptive research. The population in this research were students of class XI Religion 2 MAN 2 Polewali for the academic year 2021-2022. This means that the population is 15 students and this population is used as a sample of 15 students. In collecting data, the researcher used a writing test. Students are asked to make an analytical exposition text.

Analysis of student score data found how students' ability in writing analytical exposition texts was still lacking in class XI (15 students), in this case in class XI Religion 2 there were no students who got "very good" scores. 6 students got the same student work. The researcher found that the average value of the evaluation was only 46.19 . The average results in the mechanic section are in the good category, the average results in the grammar section get 12.6 in the good category, the average results in the vocabulary section get 11.46 are in the good category, the average results in the organization section get 6.4 is in the fair category and the average result in the content section is 3.2 which is in the poor section. The results of this study indicate that the ability to write analytical exposition texts is not capable with students' writing results below the average and

the researchers also found that students' writing results are considered impure because of the indications that students take it from the internet, this is indicated by the use of vocabulary used in addition to the results of interviews with the teacher. The researcher found that there was no guidance from the teacher to the students how to write analytically. The teacher's exposition text only directs students to look for the structure of the analytical exposition text. From, another indication that causes students' writing results to be impure because there are 6 students whose writing results are the same.

Keywords: Writing, Writing Ability and Analytical Exposition

CHAPTER I

INTRODUCTION

A. The Background of the Research

English is an international language that is used as a communication tool in everyday life and in the academic world. In Indonesia, English as a foreign language is taught formally in schools from junior high school to university level. It has become a compulsory subject. In addition, there are many elements in English such as reading, speaking, listening and writing. Writing is an activity to convey something using language through writing, with certain intentions and considerations to achieve something desired (Dewi Kusumaningsih, 2013: 65) According to the term writing is an activity to create a note or information on a medium by using characters.

In the world of education, writing still will be valuable because writing helps someone think more easily. Writing is a very powerful tool in learning which itself plays a very important role in the world of education.

So not just pouring ideas, but also must follow other elements such as reviewing in terms of speech, vehicle and arrangement. Meanwhile, according to (Dewi Kusumaningsih 2013: 66) writing is indeed a form of thinking, but it is thinking for certain responders and for certain situations.

In the process of teaching and learning English in schools, writing skills are categorized as language skills that must be mastered by students so that they require a lot of vocabulary in composing paragraphs.

As we must believe that, writing is the crucial and challenging skills in language. Which means, the teacher should enjoy the activities and has the related hobbies. Actually, writing is not an easy activity done for sharing information. Writing plays an important role for students who are in the process of learning

language. In Indonesia students are required to learn to write different text types. There are some types of text that should be learned by eleventh grades, namely: recount, narrative, analytical exposition, news item and descriptive. Analyzing a text is one way that can be used by the teacher to determine the students' ability in writing.

However, in Indonesia. Research about students' ability in writing each of type text is many. So, in this study the researcher wanted to know the students' ability in writing text analytical exposition. Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. According to (Nurhikmah and April), analytical exposition texts involve students mastering the topic in order to provide arguments as support. This means that students must achieve some knowledge that will be used to analyze the topic.

In senior high school, analytical exposition text is one of the texts which is learned by the eleventh-grade students. But, the students usually faced difficulty in writing analytical exposition text. Man 2 Polewali is a school that uses 2013-based (K-13) in the process of teaching and learning English. English is taught two times a week (90 minutes) and the passing grade of English subject is 75 in eleventh grade. Based on the description above, the researcher thinks that the importance of this research is to be able to improve students' ability to understand Analytical Exposition text properly and correctly. The researcher conducted research entitled "Analysis of students' Ability in writing Analytical Exposition text at XI Grade of MAN 2 Polman.

B. The Problem of the Research

1. Research question

Based on the background of the problem above, the researcher formulates the Research problem statement namely "How is students' ability in

writing analytical exposition text at XI Grade of MAN 2 Polewali Mandar?”.

2. Scope of the research

After describing the identification of the problems above, thus, the researcher needs to limit and focus the problems of this research problem on students’ ability in writing analytical exposition text at XI Grade of MAN 2 Polewali Mandar.

C. Objective and the Significance of the Research

1. Objective of the Research

From the formulation of the problem above, in general, the objectives of this research is to analyze the students’ ability in writing analytical exposition text at XI Grade of MAN 2 Polewali Mandar.

2. Significance of the Research

a. Theoretical Significance

Finally, these research findings also expected to be the practical and theoretical information to the development of the theories on language teaching.

b. Practical Significance

a) These research findings are also expected to be useful and valuable, especially for students and the teachers of English at XI Grade of MAN 2 PolewaliMandar as their future learning focus.

b) Besides, these research findings are also expected to be positive information for those who are concerned about teaching and learning English as a foreign language.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Muslimin (2017) his study found that, students were asked to compose paragraphs in the exposition texts. The purpose of this study was to determine the students' ability in writing analytical exposition text in English. The subjects of this study were 30 students of class XI Senior High Scholl of Hangtuhah 3 Mataram. The result of this research is that the students' ability in writing analytical exposition text in English is 20 students with the criteria of "good" or 67%.

Fahmi Aulia Batubara (2017). In Her study found that, his research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs jam'iyatul Alwashliyah tembung in academic year 2016/2017. The subject of this research was conducted at VIII-1 class of MTs Jam'iyatul Alwashliyah Tembung in Academic year 2016/2017. The class consisted of 39 students. The object of this research was to improve students' abiity in writing announcement through gallery walk technique.

Jonggoria Najogi (2017) his study found that,the use of Peer Correction Technique in teaching writing on analytical exposition text at Senior High School. This technique is applied to help the students in organizing their ideas. In addition, it allows the students to share and exchange their ideas or information to be corrected by their peers in a pair group discussion. Thus by correcting each others' work, students can gain their critically and analytically thinking. Students also may gain their confidence and interested since their writing is corrected by their peers. Besides, the students can also take part actively. By applying the Peer Correction Technique in writing analytical exposition text, the teacher can reach

the goal of teaching analytical exposition text to senior high school students. In other words, this technique can help teacher in teaching writing analytical exposition text to the students.

Annisa Fitri Irwan (2018). Her study found that, 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. 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 Universitas Negeri Padang, and the sample was from educational class, it was K-3 class which consists of 20 students. 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.

The use of Guiding questions technique in increasing students' writing of Analytical Exposition text at the second grade of SMA Negeri 1 Natar. This study has been conducted by Nabilla Marsya (2018). In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students' initial ability in writing analytical exposition text. Then, the researcher had three time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' writing ability after having the treatments which used guiding questions technique. The purpose of this study was to improve the students' ability to write text analytical expositions through the guiding question technique. The subjects of this study were 35 students in one of the SMA Negeri 1 Natar. The results of this study indicate that there is an increase in students' writing ability to write

analytical text from pre-test to post-test after being taught through the Guiding Questions technique.

Putri Septi Riani (2020) In Her study found that, did the experimental method by using quasi-experimental design to the two groups. The objective of the study was to find out whether or not there was any significant difference on students' writing skill in analytical exposition text between the eleventh grade students who were taught by using PIE Technique and those who were not. The population of the study was eleventh grade students of SMAN 11 Palembang in the academic year 2019/2020. It means that there was any significant difference in writing skill between the eleventh grade students of SMAN 11 Palembang who were taught by using PIE Technique and those who were not.

Fanalisa Elfa (2020). In Her study found that, the type of this research was descriptive research. The data of the research was collected by administering writing task. Then, they were scored and categorized by scoring rubrics. The participants of this research were the students at XI IPA 2 SMAN I Ulakan Tapakis. The data collected were analyzed by using quantitative and qualitative analysis. From the data gotten, it can be concluded that the students had unsatisfactory performance in writing analytical exposition text.

Based on the statement above, it can be concluded that there are several ways to improve students' writing skills. Therefore, the researcher used a writing test for students to improve their ability in writing analytical exposition texts. Students can write well if they know and apply writing techniques.

B. Some Pertinent Ideas

1. Definition of writing

Writing is a very essential skill that makes everyone communicate with others by writing down their thoughts. Nowadays, people use written

communication to express their feelings by sending messages via smartphones. In line with Harmer who said that in the form of modern written communication received by telephone. So, writing is used as a tool to communicate with others by sharing ideas through the media.

Besides, there are other definitions of writing expressed by several experts. Firstly, according to Nunan says that writing is an action of constructing, expressing, and arranging the ideas into clear statements and paragraphs. It means that in writing, a writer not only deliver the ideas but also there is an action to arrange the idea into written form. As Nunan adds that writing is an act of physical and mental, wherein physical writing involves a physical action to put words into a medium.

Secondly, Writing is the expression of language in the forms of letters, symbols, or words (Dewi Utami:2013). At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an e-mail message type into a computer. Writing is the learning process of shaping experiences into text and enabling writers to find, develop, clarify and communicate thoughts and feelings as freely as possible because writing requires and supports the development of our thinking skills.

Therefore, (Dewi Kusumaningsih, 2013). According to the term, writing is an activity to create a note or information on a medium by using characters. Furthermore, writing is the process of expressing thoughts, emotions, recommendations, knowledge of feelings, thoughts, and experiences. Writing is an activity that cannot be separated from everyday life. Many things can be expressed in writing, for example, to provide information, persuade readers, entertain readers depending on the goals and desires of the writer.

In writing, students will rely on at least four types of knowledge: knowledge of content, procedural knowledge for organizing content, knowledge of writing conventions, and procedural knowledge required to apply the other three types of knowledge in composing written products. Although writing has been considered an indispensable skill for language learners, it never seems an easy skill to be learned. Writing is difficult for students. It means that writing is difficult for students as non-native speakers. Students must be able to write analytical exposition text by knowing such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization.

2. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to ease of speech with which students learn to write. There are two types of writing:

a) Practical Writing

This type deals with fact and functional writing. It is purposed to the special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

b) Creative or Imaginary Writing

This type usually exists in the literature. Such as novels, romance, poems, short stories, science fiction, etc.

3. The Purpose of Writing

Writing, which can be used to share ideas, opinions, and messages, has a function as a tool for communication with others. Besides, the purpose is not only to communicate but there are also other purposes from writing. The writers should determine the purpose of their writing. The purposes of writing are to inform, to persuade, and to entertain. So, it indicates that writing also has purposed to

convey something like telling, entertaining, showing, and influencing, besides its general is the purpose to communicate.

The purposes are described as follows:

a) Persuasive Purpose

Persuasive purpose means that the writer tries to change the readers' point of view about the topic by answering the questions that are supported by evidence and reason.

b) Analytical Purpose

Analytical purpose means that the writer gives the reasons by analyzing the topic, such as criticize, analyze, also evaluate the cause and effect of the topic.

c) Informative Purpose

Informative purpose means that the writer gives the explains of the topic to give new information for the readers. This purpose doesn't force the readers to accept the writer's view, but it has a function to extend the readers' point of view.

From the explanation of the purpose of writing above, it can be said that writing has several purposes. Its purpose is to inform, persuade, analyze, and entertain. It must be determined by the author before writing his writing.

4. Component of Writing

There are five significant components of writing according to Sugiarto (2012:15) a content, organization, grammar, vocabulary, and mechanics. They are as follows:

a) Grammar

Grammar concerns the ability to write correct and appropriate sentences. The writer has to give attention to preposition auxiliaries such as using verbs nouns, adjectives, conjunction, and articles. It is very important to the writer to clarify the

correct usage of point grammar because the reader will be difficult to understand it. It has a great influence. So, we have to reread and review what we have written.

b) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, readers can understand what the messages convey and gain information from it. Besides that, the content of writing should be well unity and completeness because the characteristics of good writing are to have unity and completeness.

c) Vocabulary

Vocabulary is an essential part of writing composition. The writers need vocabulary mastery well to express or write their ideas. The effect of using vocabulary in writing must be relevant to the topic to let the readers perceive it. Someone who lacks the vocabulary will be difficult to compose what they are going to express, but appropriate vocabulary will help writers to compose writing.

d) Mechanic

It is related to the ability to use correct words in the written language, such as using capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy for the group to convey ideas or messages of writing.

The explanation is as follows: (1) Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguity and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at the beginning, such as the name of people, the name of places, organization, first and last word of a title, etc. (2) Punctuation, punctuation can help the readers to identify the unit of meaning and

suggest how the units of it relate to each other. Such as comma, question marks, apostrophe, etc. (3) Spelling, using of spelling has three rules; they are suffixed addition, plural formation and the change of certain words.

e) **Organization**

The Organization is the ability to develop ideas and topics which relevant in a united form. On the other hand, it concerns in ways of a researcher to arrange and organize the ideas or messages in writing. There are many ways in the process of organizational writing that involves coherence, order of importance, general to specific, specific to general, chronological order, and special pattern.

5. The Importance of Writing

There are a lot of reasons why writing is important. Some of them are stated by Heaton in Justang (2014: 17) below:

- a) Writing is a tool for discover, we stimulate our thought process by the act of writing into information and image we have an unconscious mind.
- b) Writing generates new ideas by helping us to make connections and relationships.
- c) Writing helps us to organize our ideas. We can arrange them in a coherent form.

Exactly, the students can get many advantages from writing. Writing can improve the mastery of vocabulary, master of mechanics of writing; enlarge knowledge of the topic being discussed and improving mastery of English grammar, generating ideas, absorb the information.

The researcher concludes that the importance's of writing are:

- a) Through writing, we can express our idea, especially the feeling of others without being ashamed because the reader is not in front of the writer to have face to face.

- b) People can put their idea, feeling, and knowledge into a written form more freely.
- c) In the classroom, writing can be used as a technique to help the students interesting in the lesson.
- d) Writing helps us to discover exactly how we think and what we think freely.
- e) Writing in English is meant to fill the gap that exists between the ability to express ideas, feeling, opinions and other in Indonesia and the ability to express the same thing in English.

6. Writing Ability

Writing ability is a specific ability that helps the writer to put their ideas into words in meaningful form and interact with the message. Therefore, in writing, we are trying to deliver our message, share ideas, and express thoughts and feeling to the readers in a meaningful written language by mastering all components of writing itself. Writing is an essential skill in language teaching besides reading, listening, and speaking. It is should be taught to the students in order to improve their skill in writing. Writing is the learning process of shaping experience into text and allowing the writer to discover, develop, clarify and communicate his/her thoughts and feeling as free as we can because writing requires and supports the development of our thinking skills. It can be an act of discovery of communication and an act of joy. Furthermore, writing is a process of expressing thoughts, emotions, recommendations knowledge feelings, thinking, and experiences.

7. Analytical Exposition

- a) Definition Analytical Exposition

Analytical exposition text is one of the text types which the students at eleventh grade requires a higher writing level because they try to analyze a topic

rather than explain or give examples of it. Analytical exposition text will make students think critically by giving some reasons based on the facts. According to Nurhikmah and April, analytical exposition texts involve students mastering the topic in order to provide arguments as support. This means that students must achieve some knowledge that will be used to analyze the topic.

Analytical exposition text is a text that analyzes a topic based on real events using arguments as evidence. The topic that is taken in this text is only in one condition, that is only in a pro or in a contra condition. It cannot be in both conditions because analytical exposition text analyzes a certain topic with just one perspective presented about the topic.

Furthermore, the reasons given in this text are facts, so they are taken from real events. This is in line with Wahidi's statement in Rakhmi and Amri that analytical exposition text is a text that shows the author's perspective on a topic based on events around him. That is, the author places the ideas that are used as points of view in this text based on the phenomena that surround them.

The researcher concludes that analytical exposition text is one type of text that requires a higher level of writing where students must master topic information based on events around them. Such information is needed as a reason to support the issue under discussion.

b) The Purpose of Analytical Exposition Text

Analytical exposition text has a purpose to persuade the reader with the ideas of the topic given. It is supported by Rhoby, Fitriana, and Yandri who states that the communicative purpose of analytical exposition text is to influence the reader about the ideas or something related to the topic.

Furthermore, the purpose of analytical exposition text is to debate something by providing arguments as a point of view. Of course, these arguments

debate the topic on one condition. If on the pro side, then agree and support the idea given. However, if there is a counterargument, it means that the argument is not by following per under the topic. Furthermore, the purpose of analytical exposition text is to argue something by providing an argument as a point of view. Of course, these arguments debate the topic on one condition. If on the pro side, then agree and support the idea given. However, if there is a counterargument, it means that the argument is not by following per under the topic.

It can be concluded that the purpose of analytical exposition text has two general purposes. First, the purpose is to argue and provide arguments from the author's point of view about the truth of the topic. Second, the aim is to persuade the reader with ideas or arguments based on real events to become their point of view on the problem.

c) Generic Structures of Analytical Exposition Text

To make a good analytical exposition text, students must master the general structure of the text. According to Pardiyono in Hasbi who mentions the generic structure of analytical exposition text. He stated that the generic structure of analytical exposition text is the thesis, argument, and reiteration. The thesis contains the author's statement about his position on the topic or problem. The argument contains an explanation of facts about the topic to support the thesis statement. The repetition contains a brief conclusion about the explanation of the thesis that has been written which is used to ensure that the statement is fairly true and can be accepted. That is, the generic structure is a thesis that contains the author's statement, an argument that is a fact of the topic, and a reiteration which is a conclusion.

The generic structures of analytical exposition text that consists of three aspects:

(1) Thesis

Thesis means that the opinion given of something that will be written as a topic.

For example: I think children should go to school. It is a place where they can learn, make friends and have fun.

(2) Argument

The reasons of the thesis issue or the writer's perspective of the issue. For example: (1) If they don't go to school children may never learn to read and write. This means that they might not get a good job or any job at all. (2) At school, children can learn about lots of different things like maths, science, famous people and different countries. At school you can also play sport and go on excursions to visit interesting places.

(3) Reiteration

Reiteration is rewrite the statement from the thesis.

For example: That's why children should go to school.

From the explanation of the generic structure of analytical exposition, the author concludes that the generic structure of analytical exposition is divided into three categories, namely the thesis or introduction which contains the author's statement as a topic point of view, and the argument contains an explanation. as the reason of the thesis statement and used to persuade the reader, and then the repetition or conclusion contains a brief resume of the argument to strengthen the thesis or the author's point of view.

d) Writing Analytical Exposition

Writing is a complex activity that involves several actions such as thinking and arranging the author's ideas into a series of sentences or paragraphs. The writing process is needed by the author to create a well-developed written work. These processes are pre-writing, editing, revision (correction), and the final version. In addition, the author must prioritize coherence, cohesion, and unity to make good writing.

Analytical Exposition text is a text that contains arguments about a topic. The topics in this text are based on the surrounding events. To make this text, the writer needs to analyze a topic by providing arguments and evidence to change the reader's point of view. In addition, the writer must know the general structure of the analytical exposition text in order to facilitate the writing of this text. In addition, the generic structure of analytical exposition text is a thesis, argument, and reiteration. Referring to the previous explanation, there are two purposes of analytical exposition text; to persuade the reader or listener and to convince the reader that the opinion is true and supported by arguments.

Writing analytical exposition text can be called exposition writing. That is, writing analytical exposition text requires factual arguments. The writer must elaborate on the idea and analyze the topic by developing arguments to inform the reader whether the idea is believable or true. In addition, the writer must pay attention to the elements of writing by uniting each sentence through grammatical and lexical cohesion, as well as making ideas conveyed in an orderly manner. Therefore, writing an analytical exposition text is an activity in which the writer conveys his perspective through analyzing the topic and providing arguments so that his ideas will be conveyed clearly to the reader.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research was descriptive qualitative research. Qualitative research will be used to analyze the students' ability in writing analytical exposition text which are: developing ideas, organizing ideas, grammar, vocabulary and mechanics. The research will be carried out at XI Grade of MAN 2 Polewali Mandar as the research participants.

B. Object of the Research

Researcher would were conducted the research in class XI Grade of MAN 2 Polewali. In this school there are five classes, yet the researcher has choose only one class, agama 1 class, has take because it is the superior class among the other classes which consists of 15 students. The teacher teaches without giving practice so that some students do not understand the analytical exposition itself.

C. Method of Collecting Data

Data in this research were collected by observation and interview. The techniques are describe in the following scenarios:

1. Writing Test are used to assess students' abilities. In this study, the authors used tests to collect data on students' writing. The test given is a written test where students write an analytical exposition text.
2. Observation is data collection technique, which researcher make observations directly to the object of research to look closely at the learning activities at XI grade of MAN 2 Polewali Mandar.
3. Interview is a form of communication between two or more people involving someone who gets information from another, by asking questions, based on a specific purpose. Interview can be interpreted as a

method used for interview with research subject in order to accumulate data.

D. Procedure of Collecting data.

1. Writing text

The next thing that the researcher did is provide writing text to students to find out how students understand writing analytical exposition text. The theme was given to students' were "Social Symptoms that occur in the surrounding environment". Then the rubric of assessment.

Table 1.1 J.B Heaton Writing English Language Test.

No	Indikator	Criteria	Score
1	Organization	Appropriate title, effective introductory paragraph, topic is stated, leads to body	20-18
		Adequate title, introduction, and conclusion	17-15
		Mediocre or scant introduction or conclusion	14-12
		Shaky or minimally recognizable introduction	11-6
		Absence of introduction or conclusion	5-1
2	Content	Essay addresses the assigned topic	20-18
		Essay addresses the issues but misses some points	17-15

		Development of ideas not complete or essay is somewhat off the topic	14-12
		Ideas incomplete	11-6
		Essay is completely inadequate and does not reflect college-level work	5-1
3	Grammar	Native-like fluency in English grammar	20-18
		Advanced proficiency in English grammar	17-15
		Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication	14-12
		Numerous serious grammar problems interfere with communication of the students's ideas	11-6
		Severe grammar problems interfere greatly with the message	5-1
4	Mechanic	Correct use of English writing conventions	20-18
		Some problems with writing	17-15

		conventions or punctuation	
		Uses general writing conventions but has errors	14-12
		Serious problems with format of paper	11-6
		Complete disregard for English writing conventions	5-1
5	Vocabulary	Precise vocabulary usage	20-18
		Attempts variety	17-15
		Some vocabulary misused	14-12
		Poor expression of ideas	11-6
		Inappropriate use of vocabulary	5-1

Table 1.2 Classification of Students Score in Writing Test

Criteria of Mastery	Grade
15-20	Very Good
10-14	Good
5-9	Fair
1-4	Poor

To determine the class interval after being given a writing test.

2. Observation

Researchers observed the entire learning process in the classroom and how the methods used by the teacher. after getting the results of the observations, the researchers will conduct interviews.

3. Interview

After the researchers made observations, the researchers would conduct interviews to find out how students' understanding of writing analytical exposition text was.

E. Technique of data analysis

The data analysis technique used in this research is qualitative data analytic, which defines and interprets information obtained in the field from informers. This analysis links the fact, data dan information, and then the data obtained will be analyzed and it is expected that an image will reveal the research problem. So after data is collected in this research, it is further analyzed using data reduction, and conclusion.

The steps that will be carried out by researchers are as follows:

1. Data Reduction (Data Reduction)

Sugiyono (2015: 247) says that reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and look for it when needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects.

2. Data Presentation

Sugiyono (2015: 247) said that the presentation of the data here is a collection of structured information that gives the possibility of drawing conclusions and taking action. By looking at the presentations, we will be able to understand what is going on and what to do based on the understanding we get from the presentations.

Several types of presentation forms are matrices, graphs, networks, charts, and so on. All of them are designed to combine organized information in a form that is coherent and easy for us to reach. That way, we (as analysts) can see what's going on and determine whether to draw the right conclusions or move on to doing some useful analysis.

3. Conclusion

Explain that the conclusions are presented in the form of a descriptive research object based on the research study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and the discussion of the problems formulated in chapter I.

A. Research Findings

Based on the interview result with the teacher, the researcher found that analytical exposition text is one of English material for the 1st semester of class XI Agama 2. The teacher taught using WhatsApp media to teach writing analytical exposition text due to Covid-19 pandemic in the learning and teaching process, the teacher created a WhatsApp group so that the interaction in the class goes well, however, it turns out that the response from students is very minimal. The teacher found a problem that only 15 of 28 students who were active on teaching and learning process, because those 15 students did not have mobile phone to join the online class learning. During the learning process, only 6 students who gave some responses to the group.

When the teacher gave assignments to write analytical exposition text, students just searched on the internet. This was one of the problems faced by the teacher because students were not interested in making writing analytical expositions, one of the ways that teachers did so that the students were able to understand writing analytical exposition texts was to search on Google one sample of analytical exposition text through WhatsApp group to look for text structures, features and language.

1. Learning Process

Picture 1.1 The teacher directs the students to searching



Picture 1.2 The Teacher never explained to the students



Beside on the observation result, in the process of learning and teaching at the 1st semester of XI Agama class the teacher taught using Whatsapp media to teach writing analytical exposition text. Based on the results of observations made by researchers on teacher activities in the implementation of writing analytical exposition text learning, during the implementation of the learning the researchers assessed three teacher activities including planning, implementation, and closing. In learning planning, the assessment aspect is that the teacher brings a lesson plan in class and explains the contents of the lesson plan and the results of the teacher's checklist observation give the answer "no", this shows the teacher does not apply the lesson plan which is the teacher's guide in planning learning in the classroom where the teacher should refer to the lesson plan so that the lesson plan can achieve the expected goals. Then, in the implementation of learning which is an aspect of the researcher's assessment, the teacher asks to pray, the teacher gives orders to find the material himself, the teacher explains the material, the teacher evaluates the material, and the teacher uses two languages when teaching. In the results of the checklist observations, the answer "yes" was given by the teacher, including the teacher giving orders to find the material himself and the teacher using 2 languages when teaching, while the answer "no" was given by the teacher including the teacher asking to pray, the teacher explaining the material, and the teacher giving an evaluation. Based on the results of these observations, it shows that the teacher does not fully carry out learning well because the five aspects are interrelated with each other, one of the most important aspects is that the teacher explains the material and the teacher provides an evaluation of the material to measure the extent to which students understand the material given. Furthermore, at the end of the lesson, which is the closing of the assessed aspect, the teacher conveys the material to be studied at the meeting next and close the class by

praying. The results of the teacher's checklist observation gave the answer "no" which showed the teacher did not provide opportunities for students to prepare for the material to be studied at the next meeting and the teacher did not train the students' emotions.

Based on the results of the checklist observations described above, it can be concluded that the teacher's learning process does not have the ability to implement part of the lesson plan itself. The researcher saw a discrepancy between the contents of the lesson plans and the learning process in the classroom, this was due to an indication that the teacher did not refer to the content of the lesson plan itself in the classroom.

2. Evaluation

The researcher Conducted a Writing test

N o	Students	Orga nizat ion	Vocab ulary	Content	Mechan ic	Grammar	Total
1	Nurmadinah. M	3	15	1	10	14	43
2	Akbar	4	11	1	12	12	40
3	Vera Veriska	5	8	6	12	12	43
4	Nasriani Nengsi	18	5	6	9	13	51
5	Hasriana	3	15	1	10	14	43
6	Ade Irma	3	15	1	11	14	44
7	Nur aminah	3	15	1	10	14	43
8	Sri Ayu	3	6	2	15	15	41
9	Juli	6	8	6	17	5	42

10	Sarifuddin	5	11	6	15	15	52
11	Risma	16	18	1	13	12	60
12	Abdul Rahim	4	11	1	12	12	40
13	Sintia	4	11	1	12	12	40
14	Nurfadillah	17	12	12	14	15	70
15	Muh. Ardan H	3	11	2	16	10	42
	Sum	97	172	48	188	189	694
	average	6.4	11.46	3.2	12.53	12.6	46.19

After learning the material of analytical exposition text. From the results of the students' writing test, The evaluation results show that students' scores in the mechanic assessment rubric have an average of 12.53 in the good category, this shows that the teacher focuses more on the mechanics section, that is, the teacher only directs students to find their own material including definitions, general structure and language features. The high average score in the mechanic section is a natural thing because the teacher always does the same thing at every meeting.

The grammar assessment rubric with an average result of 12.6 is in the good category, this is due to an indication that students are more likely to be able to use language features in compiling a written text because the teacher at every meeting also always does the same thing as in the mechanic section, another reason for This grammar section is high because 6 writings are the same as indications of students taking the example of writing analytical exposition text on the internet.

As for the results of the vocabulary rubric, the average value of 11.46 is in the good category. Then in the organizational assessment rubric the average value of 6.4 is in the Fair category, this is because in the learning process the teacher does not once ordered students to write an analytical exposition text. In the content

section, the average score of 3.2 is in the poor category, because in the learning process the teacher always gives assignments to students to find definitions, general structures and language features without asking students to make analytical exposition texts.

B. Discussion

Based on the results of observations made by researchers on teacher activities in the implementation of writing analytical exposition text learning, during the implementation of the learning the researchers assessed three teacher activities including planning, implementation, and closing. In learning planning, the assessment aspect is that the teacher brings a lesson plan in class and explains the contents of the lesson plan and the results of the teacher's checklist observation give the answer "no", this shows the teacher does not apply the lesson plan which is the teacher's guide in planning learning in the classroom where the teacher should refer to the lesson plan so that the lesson plan can achieve the expected goals. Then, in the implementation of learning which is an aspect of the researcher's assessment, the teacher asks to pray, the teacher gives orders to find the material himself, the teacher explains the material, the teacher evaluates the material, and the teacher uses two languages when teaching. In the results of the checklist observations, the answer "yes" was given by the teacher, including the teacher giving orders to find the material himself and the teacher using 2 languages when teaching, while the answer "no" was given by the teacher including the teacher asking to pray, the teacher explaining the material, and the teacher giving an evaluation. Based on the results of these observations, it shows that the teacher does not fully carry out learning well because the five aspects are interrelated with each other, one of the most important aspects is that the teacher explains the material and the teacher provides an evaluation of the material to

measure the extent to which students understand the material given. Furthermore, at the end of the lesson, which is the closing of the assessed aspect, the teacher conveys the material to be studied at the meeting next and close the class by praying. The results of the teacher's checklist observation gave the answer "no" which showed the teacher did not provide opportunities for students to prepare for the material to be studied at the next meeting and the teacher did not train the students' emotions.

Based on the results of the checklist observations described above, it can be concluded that the teacher's learning process does not have the ability to implement part of the lesson plan itself. The researcher saw a discrepancy between the contents of the lesson plans and the learning process in the classroom, this was due to an indication that the teacher did not refer to the content of the lesson plan itself in the classroom.

The results of this study can also be compared with the findings of Marsya (2018). Marsya found an increase in students' writing ability. Di penelitian ini tidak ditemukan adanya peningkatan because it did not use pre and post-tests. However, the evaluation results show that students' scores tend to be low and not murni because there are indications that students take them from the internet. This is indicated by the use of the vocabulary used. This is because there is no guidance according to the results of observation, namely the teacher immediately looks for the structure himself. It can be concluded that MAN 2 requires a guiding questions technique as used by Marsya (2018).

The research that supports this is research conducted by Elfa (2020). In her research, Elfa used descriptive research. Research data were collected by giving writing assignments. Then, they are given a grade and categorized by a scoring rubric. The researcher founded that the use of the scoring rubric of the study. The

collected data were analyzed using quantitative and qualitative analysis. From the data obtained, it can be concluded that students have an unsatisfactory performance in writing analytical exposition texts. This is in line with the results of the research founded by researchers who also use descriptive research using means of scoring. From this score, the researcher also founded that students had unsatisfactory scores from the analytical exposition text because students still took resources from the internet to work on the text.

The results of this study can also be compared with Putri Septi (2020). Putri Septi explained in her research that the experimental method used a quasi-experimental design in two groups to determine whether there was a significant difference in students' writing skills in analytical exposition text using the PIE technique. This increase was not found in this study because it did not use the PIE technique. However, the evaluation results showed that students' scores tended to be low and not original because there were indications that students took them from the internet. This is indicated by the use of the vocabulary used. This is because there is no guidance according to the results of observations, namely the teacher immediately looks for his structure. It can be concluded that MAN 2 requires the PIE technique as used by Putri Septi (2020).

The results of this study can also be compared with Aulia Batubara (2017). Aulia Batubara explained that in her research, her study founded that the gallery walk technique method was to improve students' ability to write announcements through the gallery walk technique. Teaching writing announcement text through the gallery walk technique can improve students' ability in writing announcement text. This increase was not founded in this study because it did not used the gallery walk technique. However, the evaluation results show that students' scores tend to be low and not original because there are indications that students take

them from the internet. This is indicated by the use of the vocabulary used. This is because there is no guidance according to the results of observations, namely the teacher immediately looks for his structure. It can be concluded that MAN 2 requires a gallery walk technique as used by Aulia Batubara (2017).

Then the results of this study can also be compared with Wulandari (2011). Wulandari explained in his research that the experimental method used the LEET technique to determine whether there was a significant difference between students' analytical exposition text writing skills before and after being taught using the LEET technique to improve their writing skills. However, the evaluation results show that students' scores tend to be low and not original because there are indications that students take them from the internet. This is indicated by the use of the vocabulary used. This is because there is no guidance according to the results of observations, namely the teacher immediately looks for his structure. It can be concluded that MAN 2 requires the LEET technique as used by Wulandari (2011)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions as well as few suggestions of this research. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

Research of An Analysis Of Students' Ability In Writing Analytical Exposition Text at XI Grade of MAN 2 Polewali as the results and data analysis described previously can basically be concluded that, the results of observations and interviews about how students' writing skills analytical exposition texts are in students' writing results based on the average results in the mechanic section 12.53 were in the good category, the average results in the grammar section 12.6 were in the good category, the average results in the vocabulary section 11.46 were in the good category, the average results in the vocabulary section 11.46 were in the good category, the average results in the organization 6.4 is in the Fair category and the average result in the content 3.2 section is in the Poor category. By looking at the average results of students' writing skills, it shows that students do not have the ability to write analytical exposition text because no one gets a score in the very good category.

B. Suggestions

1. For Teachers

The selection of the right writing teaching techniques can make the teaching and learning process run well. Students will enjoy the class if the learning process is not boring. If the learning process is fun, students will more easily understand the material. If students can develop their ideas and apply their techniques before students write, especially writing analytical expositions, then

the purpose of teaching and learning about techniques in writing skills will be achieved. Of course, that is one of the teacher's goals in teaching writing.

Teachers must be good at choosing techniques for the teaching and learning process in a class that can be timed. The selection of the right writing teaching techniques can make the teaching and learning process run well. Students will enjoy the class if the learning process is not boring. If the learning process is fun, students will more easily understand the material. If students can develop their ideas and apply their techniques before students write, especially writing analytical expositions, then the purpose of teaching and learning about techniques in writing skills will be achieved. Of course, that is one of the teacher's goals in teaching writing. Teachers must be good at choosing techniques for the teaching and learning process in the classroom that can be determined by time to spend.

2. For Students

The used of good techniques in the learning process is not one of the reasons to solve the problem of how students can writing analytical exposition text.

3. For Next Researchers

It is recommended to improve students' writing skills, especially writing analytical exposition text. Other researchers should also know the techniques and strategies in writing that can be used not only to improve students' writing skills but also to improve other skills or components in different genres and elements in teaching English.

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APPENDIX I

Writing Test

Name :

Class :

Instruction !

1. Write one analytical exposition text.
2. Write as long as you can as best as you can and i'll give you 45 minutes to finish your writing.
3. You can use a dictionary if necessary.

APPENDIX II

Score of students by writing test

No	Students	Organization	vocabulary	Content	Punctuation	Grammar	Total
1	Nurmadinah. M	3	15	1	10	14	43
2	Akbar	4	11	1	12	12	40
3	Vera Veriska	5	8	6	12	12	43
4	Nasriani Nengsih	18	5	6	9	13	51
5	Hasriana	3	15	1	10	14	43
6	Ade Irma	3	15	1	11	14	44
7	Nur Aminah	3	15	1	10	14	43
8	Sri Ayu	3	6	2	15	15	41
9	Juli	6	8	6	17	5	42
10	Sarifuddin	5	11	6	15	15	52
11	Risma	16	18	1	13	12	60
12	Abdul Rahman	4	11	1	12	12	40
13	Sintia	4	11	1	12	12	40
14	Nurfadillah	17	12	12	14	15	70
15	Muh. Ardan. H	3	11	2	16	10	42
	Jumlah	97	172	48	188	189	694
	Rata-rata	6.4	11.46	3.2	12.53	12.6	46.19

APPENDIX III

A. Observation



B. Interview





C. Writing Test





Nama : Nurmadinah.M.

K&S : XI Agama 2.

The problem of being too fat. being too fat is commonly known as over weight or obesity. it is simply ~~defined~~ defined as ~~three~~ too much body fat inside. Over weight potentially leads high risk of health problem

Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart will attack. Furthermore, Obesity potentially rises blood cholesteral and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes an other serious disease.

Organization 3

Content 1

Grammar 14

Punctuation 10

Style & quality 18

43

<input type="checkbox"/>	Nama : Akbar	
<input type="checkbox"/>	Kelas : XI Agama 2	
<input type="checkbox"/>		
<input type="checkbox"/>	The power of music in our life. Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.	
<input type="checkbox"/>	Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song: when it was played, how it made her feel and things about the song that made it especially memorable for her.	
<input type="checkbox"/>		
<input type="checkbox"/>	Organization : 4	
<input type="checkbox"/>	Content : 1	24
<input type="checkbox"/>	Grammar : 12	$\frac{11}{35}$
<input type="checkbox"/>	Punctuation : 12	$\frac{5}{90}$
<input type="checkbox"/>	Style & quality : 11	90
<input type="checkbox"/>		=

Nama : Vega Veriska
Kelas : XI agama 2



currently, reopening schools is still not safe in the midst of a pandemic. There are several reasons for this. First, only teachers have been vaccinated while students have not been protected from the language of this virus. Then, vaccination does not mean that they are safe because currently there are variants of the virus that have evolved from which there is still a risk of contracting it. Moreover, managing students and asking them to adhere to existing protocols is not always easy. In fact, there is still evidence that even teachers do not follow the existing protocol. with these reasons in mind, the idea of reopening schools is best stopped first.

Organization	: 5	
Content	: 6	
Grammar	: 12	43
Punctuation	: 12	=
Style and and quality	: 8	

4

NAMA : NASRIANI NENGSIH

KELAS : XII AGAMA II

"Jogging is Good Exercise for Everyone"

Jogging is the simplest and cheapest sport you will ever find in this world. So it is good exercise for everyone.

Jogging can be done anytime, anyday, and anywhere. And jogging can be done alone or with friends.

On average, it's about 100 calories a mile, but it depends on your weight, shape, and intensity of training. For example, a woman weighing 68 kg burns 600 calories per 10 km.

Jogging will keep your cardiovascular (heart pumping) in a good shape. And also you will find very few people who will suffer from heart attack and stroke if they do this regularly.

Jogging is also good for your mental health. Everytime you finish jogging, you will feel fresh. Some studies have shown that

Organization: 10

Content: 6

Grammar: 13

Punctuation: 9

Style and quality: 5

57
=

Nama : Hasriana

B. Inggris

kls : XI agama 2

The Problem of Being Too Fat. Being too fat is commonly known as overweight or obesity.

It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major risk factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart will work harder. It can attack. Furthermore, obesity potentially rises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes or other serious disease.

Organization → 3

Content → 1

Grammar → 1

Punctuation → 10

Style & Quality → 5

43

Nama : Ade Irma B. Higgins

Kls : XI Agama 2.

The problem of Being Too fat

Being too fat is commonly known as overweight or obesity. It is simply defined as too much bad body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease. Due to the overweight,

the heart will work harder. It can lead lead to the heart attack. Furthermore, obesity potentially raises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause cause ~~fatal~~ diabetes and other serious disease.

Organization : 3

Content : 1

Grammar : 14

Punctuation : 11

Style & quality : 15

13

name: nur anindha B. Indris.

KIS: XI agama 2

The problem of Being Too Fat } Going too fat
 is commonly known as overweight or obesity
 it is simply defined as too much body fat inside
 overweight potentially leads high risk of health
 problem

Being too fat recognized as a major factor
 for heart disease. Due to the overweight, the
 heart will work harder. it can lead to the
 heart will attack, furthermore, obesity potentially
 rises blood cholesterol and blood pressure in addition
 being too fat can change the amount of sugar in
 the blood. This will cause diabetes or other
 serious disease

~~6/21~~ 6/21

Organization 3

Content 1

Grammar 14

Punctuation 10

Style and quality 15

43
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Nama : Sri Ayo

Kelas : XII IPS 2

8

~~8~~ long card

Management of trash is very important in
 Indonesia. As one of the countries with
 big amount of trash from many sectors
 proper management is necessary.
 Firstly, it is important to provide healthy
 environment. When the trash is not
 managed well, it will create areas where
 bacteria can live.
 Moreover, it can cause some ~~heavy~~ health
 issues, and breathing issues become one of
 them that can be caused by bad
 smell of the trash. Furthermore, bad
 management of trash ~~can~~ can lead to
 flood. When ~~it~~ it is ~~not~~ not managed
 well, trash can block the flow of water.

Organization : 3

Content : 2

Grammar : 15

41

Punctuation : 15

Style and quality : 6

(A)

(9)

In: _____
Date: _____

Nama: Juli

Kelas: XI Agama II

~~Very Good~~ Very Good

The importance of physical fitness

Why is physical activity and fitness important?

There are some advantages when we get fitness.

Some of them are:

Physical activity is essential to prevent and reduce risks of many diseases and improve physical and mental health. It can even help you live longer - research from the American Journal of Preventive Medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape so you can enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The latest released series of studies that attribute positive outcomes to physical activity includes "a sense of purpose and value, a better quality of life, improved sleep, and reduced stress, as well as stronger relationships and social connectedness".

On the other hand, lack of physical activity

Organization : 6
Content : 6
Grammar : 5
Punctuation : 17
Style and quality : 8

42
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1
25
17

42

10

No. _____
Date: _____

Nama : Sarifuddin

Kelas : XI IPS 2

Why We are not Allowed to Text while Driving,

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 .. percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed.

Distracted driving endangers life and property and the levels of injury and loss are unacceptable.

S2

Organization 5
Content 6
Grammar 15
Punctuation 15
Style and quality 11

$$\begin{array}{r} 22 \\ 30 \\ \hline 52 \end{array}$$

52

can be obtained - perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruption becomes our culture do you like it?

The citizens have no goodwill to fight against the corruption they create the situations in which people have opportunities to do corruption.

The citizens by the local politician to avoid more difficulties they like to bribe the officer the officer let them do that. In other words, the citizens and ~~officer~~ officers are the same, doing corruption together is only the people were critical, disciplined and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world. A conclusion based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us it seems that there must be more severe penalty for the corruptors. Do we still care about the

future of this country?

Organization : 1) 15

2) 13

3) 10

4) 6

5) 3

Content : 1)

19

Organization : 17

Content : 12

Grammar : 15

Punctuation : 19

70

style and duality, etc