A Study on The Ability of The Third Year Students of SMA Negeri 5 Pekanbaru in Writing Analytical Expository Texts

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Abstract: *Writing is an important language skill that students should learn in school. Commonly, writing among students takes less attention in the process of its activities. They tend to take a long process and unorganized result. The aim of this descriptive research is to find out the ability of the third year students of SMA Negeri 5 Pekanbaru in writing analytical expository texts. Beside that, this research also aimed to identify the most difficult and the easiest aspects of analitycal expository texts for the students. The participants of this research are 35 third year students of SMA Negeri 5 Pekanbaru. The data was collected by giving a written test to the students individually. The students were asked to write a good paragraph in term of analitycal expository text. Before doing the test, the students were given a model of analitycal expository texts to remember them about a good form of analytical expository texts. There were five aspects that being assessed in this test, they are grammar, vocabulary, mechanics, organization and fluency. The data were scored by three raters. In analyzing the data, the rater used analytical scoring system that assesses five aspects of writing. The research finding shows that the students have good ability in writing analitycal expository texts with the mean score of 69.5. The easiest aspect for the students in writing analytical expository text is mechanism, while the most difficult aspect is fluency.*

Keywords :Analytical Expository Texts, Writing Ability

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Abstrak: Menulis adalah salah satu kemampuan bahasa yang penting untuk dipelajari murid.Tujuan penelitian ini adalah untuk mengetahui kemampuan murid kelas 3 SMA Negeri 5 Pekanbaru dalam mengarang teks analytical exposition. Peserta dalam penelitian ini yaitu 35 murid kelas tiga SMA Negeri 5 Pekanbaru. Penelitian ini adalah penelitian deskriptif. Teknik pengumpulan data yang digunakan yakni tes menulis untuk mengukur kemampuan murid dalam mengarang teks analytical exposition berdasarkan topic yang tersedia. Data dikumpulkan melalui tes tertuis oleh masing-masing murid. Para murid diminta menulis sebuah paragraph dengan baik dalam bentuk teks analytical expository. Sebelum melalukan tes, siswa telah diberikan contoh teks analytical expository untuk mengingatkan kembali tentang susunan teks analytical expository yang baik. Ada lima aspek yang akan dinilai dalam tes yaitu grammar, vocabulary, mechanics, organization dan fluency. Data dinilai oleh tiga orang penilai. Hasil temuan penelitian menunjukkan bahwa murid kelas 3 SMA Negeri 5 Pekanbaru memiliki kemampuan yang baik dalam mengarang teks analytical exposition dengan nilai rata-rata 69.5. Aspek yang paling mampu dikuasai murid dalam mengarang teks analytical exposition adalah penggunaan mekanik sementara aspek yang paling sulit dikuasai murid yakni fluency.

Kata Kunci: *Teks Analytical Expository, Kemampuan Menulis*

INTRODUCTION

As one of the four language skills, writing has always occupied place in most English language course. Writing activity helps the students to think effectively. While writing, a student keeps his purpose in mind and thinks about how to organize facts in a coherent fashion. D' Angelo (1980: 5) states that writing is a form of thinking. He points out that writing can help one to discover what she or he really thinks and feels about people, ideas and events only in the actual process of writing. In other words, writing activity can help the students use their creative and critical thinking to express their ideas and opinions in developing their writing skill.

On the other hand, in writing, we also need to consider many aspects such as punctuation, spelling, and capitalization. We cannot just write what we think and feel directly into the paper but we need to consider the rules to write a good paragraph or essay. That is why writing is categorized as a complex skill. Reid (1994:81) said that writing is a complex skill because there are many aspects that we need to focus on, such as the purpose of writing and the writer's knowledge of writing (paragraph's components and pattern organization).

In accordance to the process of teaching English at SMA 5Pekanbaru, the writer find out some reasons why she chooses this topic to be studied. First, the English teacher is mainly focus on teaching reading and speaking. In another word, the teacher hardly ever teaches listening and writing. Second, the English teacher evaluates reading and speaking and sometime listening. While the teacher almost never asses writing. Therefore, the English score of the students do not represent all skills.

In this research, the writer focuses on finding out the students' ability in writing analytical expository texts. Analytical expository textsare taught on the first semester of the second year students of Senior High School. It means that the third year students at senior high school already have previous knowledge about analytical expository texts. In this case, the students are expected to know how to write a good analytical expository texts.

Analytical exposition texts require the writer to be able to convince the audience about a case through writing. Students often feel discouraged to write a genre of this kind. Analytical exposition is a short text which is meant to persuade the readers or listeners to believe that something is the case or important. Analytical expositorytexts consist of some supporting ideas or arguments as to why the writer's opinion is important to be presented.

Writing a good analytical expository text involve many aspects such as grammar, vocabulary, mechanics, fluency and organization. In organization, the students must organize the text based on the generic structures of analytical expository texts (thesis, arguments and reiteration). Language features areuse in order to create a good analytical expository texts. The ability to write analytical expository texts depend on the students' ability in English because students read and write analytical expository texts in real life.

Analytical expository texthas the function to persuade people that something is the case, (Sundarwati, 2007). The social function of this text is to persuade the reader or listener that something is the case. Sometimes analytical expository textsare also called a persuasive texts. Analytical expository texts focus on generic human and non-human participants, uses modality and modulation, temporal conjunctive relations, reasoning expressed as verbs, as nouns, use of material, relation and mental process. The structural of an analytical expository texts consist of thesis (introduces topics and shows speaker

or writer's position), arguments (it consistsof point and elaboration), conclusion (restatement).

Based on the 2013 curriculum, the features of analytical expository texts are:

1. Social function of analytical expository
   The social function of analytical expository is to persuade the reader or listener that something is the case, to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments such as argumentative essay and exploratory essay.
2. Generic structure of analytical expository
   The generic structures of analytical expository texts are:
   Thesis: introduces topic, indicates writer's position, gives out lines of the arguments to be presented. In other words, it introduces the topic and shows the speaker's or writer's position, Outlines of the arguments are presented.
   Arguments: restates main arguments and elaborates them with support, evidence, and facts. Arguments consist of points and elaboration.
   Reiteration: restates the writer's position, restates the speaker's or the writer's position.

METHODOLOGY

The writer uses descriptive study as the methodology in conducting this research. Descriptive study is aimed at find out certain information of educational problems.

Participants

The participants of this research are 35 third year students of SMA Negeri 5 Pekanbaru in the academic year of 2013/2014. This research is conducted in January 2014.

Instrumentation and Analysis

The data was collected by administrating writing test to the students. The topics were limited to education and technology. The students do the writing test individually based on the two available topics. The writer asked two English teachers of SMA Negeri 5 Pekanbaru and the writer herself as the raters to grade the result of each student's writing.

To analyze the data and to find out the students' progress in writing analytical expository texts, the writer uses the scoring system suggested by Harris (1968) as follows:

No	The aspect of writing to be evaluated	The score range
1	The accuracy in grammar	5 : 4 : 3 : 2 : 1
2	Vocabulary	5 : 4 : 3 : 2 : 1
3	Mechanics	5 : 4 : 3 : 2 : 1
4	Form/ Organization	5 : 4 : 3 : 2 : 1
5	Fluency	5 : 4 : 3 : 2 : 1

FINDING AND DISCUSSION

After calculating the result of students' writing, it can be concluded that the students' ability in writing analytical expository textsis good. Their mean score is 69.5.There are 3 students reach "*Excellent*" level, 24 students reach "*Good*" level and no one student who reaches "*Poor*" and "*Very Poor*" level.

Table 1

The Aspects of Writing	Rater I			Rater II			Rater II			The Average Scores of the Three Raters
	x	N	X	x	N	X	x	N	X	
Grammar	145	35	4,14	146	35	4,17	149	35	4,26	4,19
Vocabulary	143	35	4,09	145	35	4,14	146	35	4,17	4,13
Mechanics	149	35	4,26	152	35	4,34	156	35	4,46	4,35
Fluency	143	35	4,09	142	35	4,06	145	35	4,14	4,1
Organization	144	35	4,11	145	35	4,14	146	35	4,17	4,14
										X = 4.18

The students' ability in writing analytical expository textsare in "*good*" level. It can be interpreted that the students can write analytical expository texts well. Based on the students' scores for each aspect of writing, it can be seen that fluency aspect is the most difficult aspect for the students in writing analytical expository texts. From the table above the average score of the fluency aspect was 4.10. Based on the writer's observation from the result of the students' writing, most of the students made fluency mistakes in making coheren sentences. Therefore, the students should be careful in constructing the sentences to avoid mistake.

The aspect of writing that is quite easy is mechanic. The average score of mechanic aspect is 4.35. It means that the students have enough understanding about the use of appropriate mechanic or punctuation in writing analytical expository texts. They also can organize their writing based on the generic structures of analytical expository texts, they are; thesis, arguments and reiteration. It can be seen from the average score of organization aspect of writing; 4.14.

CONCLUSIONS

Having seen the research findings, the writer finds that most of the students do mistakes in fluency. Most of them made fluency mistakes for example in making coherence sentences. They also cannot use appropriate article, choice of words and the using of tenses. They are still confuse in choosing the appropriate tenses and choices of words. They also often make mistakes in organization. The average score for organization aspect is 4.14. The easiest aspect of writing for the third year students of SMA Negeri 5 Pekanbaru is mechanic. The average score for the mechanic aspect is 4.35. It means that the students have enough understanding about the use of appropriate mechanics in writing analytical expository texts to develop their writing.

Furthermore, the average score of the test result concerning the students' ability in writing analytical expository texts is 69.5. It means that the students' ability is in "*good*" level. The score range used in determining the students' score is based on the score range suggested by Harris (1974). The writer find out that the students' mean

score could reach "Good" level, with the score range of 61-80and their mean score reached 69.5.

To conclude, the students have good ability in writing analytical expository texts. The students can compose analytical expository texts based on the chosen topic presented to them. Based on the writer's experience in conducting this research, fluency is the most difficult aspect of writing for students. It is because the students are still influenced by their first language. Therefore, teacher should lead students to cooperate with their classmates so they can learn each other.

SUGGESTION

Knowing the conclusion above, we know that the third year students of SMA Negeri 5 Pekanbaru were good enough in writing analytical expository texts. But the students still need a lot of improvement in order to reach high levels. From the result of this study, it can be seen that the students' ability in fluency was not good. The students often made mistakes in making coheret sentences. Therefore, The students are expected to learn more about fluency. The students should be careful in constructing the sentences to avoid mistake. The students also have to develop their skill in grammar, vocabulary and organization because those are important factors in learning English especially in writing. In addition, they should motivate themselves in writing and be active in the class and they also have to keep practicing in writing frequently in order to produce a good writing.

Furthemore, for the teachers, they need to motivate and improve students' proficiency in English. So, they can more interest to studying English especially in writing. Finnaly, this research can be a guidance for other writers to conduct an action research about students' writing ability in order to improve the student's ability that have been found in this research.

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