Analysis on Analytical Exposition Text Written by Eleventh Graders of
SMA Hang Tuah 4 Surabaya

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Abstrak

Bahasa Inggris merupakan satu dari beberapa subjek penting yang harus dikuasai dalam pendidikan di Indonesia, baik terucap maupun tertulis. Analytical exposition text adalah salah satu tipe teks yang dipelajari di Sekolah Menengah Atas. Analytical exposition text seringkali salah dianggap sebagai hortatory exposition text. Berdasarkan ini, penulis memutuskan untuk mengadakan penelitian ini, yang mana memiliki dua pertanyaan ilmiah, yaitu, bagaimana siswa kelas 11 SMA Hang Tuah 4 membuat analytical exposition text berdasarkan generic structure, dan bagaimana siswa kelas 11 SMA Hang Tuah 4 membuat analytical exposition text berdasarkan language features dari teks tersebut. Peneliti menggunakan metode penelitian deskriptif kualitatif. Penelitian ini berfokus kepada komposisi teks analytical exposition yang dibuat oleh siswa kelas XI IPS 2 dari SMA Hang Tuah 4 Surabaya. Peneliti menganalisa data yang sudah diperoleh dalam bentuk kata-kata dan kalimat. Hasil dari analisis data menunjukkan bahwa kebanyakan dari para siswa memiliki pemahaman yang tidak konsisten terhadap generic structure dan language features dari teks analytical exposition.

Kata Kunci: Teks Analytical Exposition, Generic Structure, Language Features.

Abstract

English is one of the important subjects in Indonesian education system that has to be mastered in either spoken or written. Analytical exposition text is one of several text types that are introduced to the second year of Senior High School. Analytical exposition text is often misinterpreted as hortatory exposition text. Considering this, the writer decided to conduct this analysis study, which has two research questions, how do the eleventh graders of SMA Hang Tuah 4 organize their analytical exposition writing text in terms of its generic structure and how do the eleventh graders of SMA Hang Tuah 4 organize their analytical exposition writing text in terms of its language features?. The researcher uses descriptive qualitative research as the research design. This study concerns on analytical exposition text compositions, which are written by XI IPS 2 class of Sekolah Menengah Atas (SMA) Hang Tuah 4 Surabaya. The researcher analyzes the data in the form of words or sentences. The result of data analysis showed that most of the students are having inconsistent understanding about generic structure and language features of analytical exposition.

Keywords: Analytical Exposition Text, Generic Structure, Language Features.

INTRODUCTION

English is decided as one of the important subjects in Indonesian education system, it means that mastering English fluently and accurately in either spoken or written are needed. According to (BSNP, 2006:164), students have to master four components of skills in English. The first is Listening, the second is Speaking, the third is Reading, and the last is Writing.

In the classroom, the most important language skills that student have to be mastered is writing. Although writing and oral skill are combined in the classroom, written language become more complex, because the students who learn English have to combine two of English skills that are writing and oral skill, which seems to make it difficult for students to learn especially for young learners (Hammond, 1992:6).

Writing is a skill that should be taught through practice (Patel and Jain, 2008). So, writing should be

learned frequently because that is the way to strengthen student's skill in writing. As stated by Flynn and Stainthorp (2006:23-25), writing is a complex process, the writers have to think hard to express what is on his/her mind and then represent it in the form of text. For example, in speaking, the speakers can describe and repeat more in order to make the listener knows what they mean. While in writing, the writer has to make their writing understandable without explaining and saying it again directly to the readers.

There are various text types introduced to high school learners, like narrative, descriptive, report, exposition texts, etc. Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Hortatory exposition text has a propensity to give recommendation to the reader, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. In this research, the researcher is interested in investigating the analytical exposition text. Stated by Sudarwati (2007:116), an analytical exposition text is a type of text that the purpose is to make people believe that there is a problem.

Based on Anderson and Anderson (1997), the generic structure of analytical exposition text is Thesis, Arguments, and Reiteration In thesis, there is an introductory argument. It introduces the topic and shows the readers on writer's position. Arguments consist of point and elaboration. In the reiteration part, the writer make summary of their arguments and thesis before from his/her point of view.

All three aspects above (Thesis, Arguments, and Reiteration) have to be arranged in order, so that the reader can understand the analytical exposition text well.

Analytical exposition text has of five characteristic of language feature. First is the use the use of emotive words. The second one is the use of simple present tense. The last one is the use of relational process, internal conjunction, and causal conjunction. (Garot and Wignel, 1994:197).

In teaching and learning process, difficulties are not avoidable for the students. The researcher found out that the students in senior high school are having many problems, especially in writing. They mostly are afraid of making mistakes, making some errors in organizing the idea, and arranging the sentence without using the language feature of the text. Therefore, the researcher conducts this research to find out the phenomena that occurs.

Based on those findings, the researcher formulates two research questions as follows:
How do the eleventh graders of SMA Hang Tuah 4 organize their analytical exposition writing text in terms of its generic structure?

How do the eleventh graders of SMA Hang Tuah 4 organize their analytical exposition writing text in terms of its language features?

RESEARCH METHOD

The researcher did this research using a descriptive qualitative research. Descriptive qualitative research is describing natural phenomenon as subject.

Because the aim of this study is to understand the ability in creating analytical exposition text based on its generic structure and language features, so there are no treatments given to the students.

The objects of this study were the eleventh graders of SMA Hang Tuah 4 Surabaya. There were five classes for the eleventh grade and based on heterogeneity, the researcher took XI-IPS graders as the subject of this study. This class was chosen since analytical exposition text was taught on the eleventh grader. Moreover, the researcher picked this class because of recommendation from the teacher.

There are 27 students in XI-IPS2 class. In representing the ability of the whole students in the class, and to make it more efficient, the teacher had an advice to conduct it with teamwork. Thus, the students were divided into two levels. They were the students who had more ability in English and less ability in English. The measurement of students' ability of English was taken from their last score of daily exam. Then, the teacher divided nine groups from twenty-seven students. Each group should consist at least one student who has more ability of English.

The data in this research is in the form of sentences. It was the students' analytical exposition text writing assignment that the teacher had given. Then, the researcher analyzed the clarity of idea, the grammatical and generic structure found in the students' work on writing analytical exposition text.

This study is a descriptive qualitative, the researcher was the key instrument of this study. The researcher collects the data which in the form of students' work. To analize the research, the researcher uses 'Analytic Scale for Rating Writing Composition Tasks' by Brown and Bailey (1984:39-41) cited in Brown, (2004) as the research instrument. There are five components which are examined in students' writing, such as organization, logical development of ideas (content), grammar, mechanics (punctuation and spelling), and quality of expressions (style and vocabulary).

In collecting it, the researcher took some steps as: (1) The researcher observed the students who were given assignment by the teacher to write an analytical exposition text. (2) The data from the students' writing assignment were collected by the researcher.

The students' work of analytical exposition text was analyzed using rubric of 'Analytic Scale for Rating Writing Composition Tasks' by Brown and Bailey (1984:39-41) cited in Brown, (2004) which consists of organization, logical development of ideas (content), grammar, mechanics (punctuation and spelling), and quality of expressions (style and vocabulary).

Organization aspect covers the compatibility between the students' writing and generic structures of analytical exposition text. Content aspect was about ideas of students' work, which was analytical exposition text. Grammar aspect focused on the grammatical patterns used by the students in composing the text. Mechanic aspect deals with usage of correct punctuation and spelling used in the text. While quality of expression involves with the vocabulary used in the text.

The result of students' works completed the finding of the research. It gave information to the researcher of the students' quality in writing analytical exposition text. The researcher described the result of students' analytical exposition text based on their clarity or originality of idea and then described the result of student's errors in their analytical exposition text based on its generic structure and language features.

RESULT AND DISCUSSION

Based on the question research, the result of this research was described into two major topics. The first topic was analysis on generic structure written by the students, and the second was the analysis on the language features.

Generic Structure of Analytical Exposition Text Organized by the Students

Groups of Text	Title	Thesis	Argument(s)	Reiteration
Text 1	Fast Food	Everyone should think twice before deciding to eat fast food.	• The food is not properly taken care of. • The health risks that come from eating so much fast food are life threatening.	Think twice before eating fast food.
Text 2	Writing is a Great for Money Online	The emergence of the internet has given internet entrepreneur many ways to make money.	• Writing blog is an increasingly popular way to earn money online. • Articles are free way to make your products and services you offer for free.	The existence of the internet gives businessmen a lot of money.
Text 3	The Importance of Library	Libraries are among humanity's most important	• Most of humanity's collective knowledge is	Libraries are important institutions for humanity.

No	Title	Thesis	Arguments	Reiteration
		institutions.	• stored in libraries • Libraries make the materials available to everyone.	
Text 4	The Good and Bad Effect of Television	Television has bad and good effects.	• TV make us lack of moments. • We can get much information from TV.	TV has a good and bad effects to our life.
Text 5	The Unhealth Fast Food	Is fast food good for health?	• Fast food is highly processed with a wide array of additives. • Chemical additives in fast food	There is absolutely nothing nutritional about fast food.
			lead to weight and disease issues.	
Text 6	Cars Should be Banned	Cars should be banned in the city.	• Cars give contribution to the most of the pollution. • Cars today are our roads biggest killers.	Cars should be banned from the city because cars emit deadly gas that causes illness.
Text 7	Broke Up of a Traffic Signs	Many people who violate traffic for personal reasons.	People who violate traffic better be fined.	Breaking the traffic is very dangerous to bother other motorist.
Text 8	Weather Related Problem	Every year thousands of people die, due to weather related problems.	In Britain alone, the number of people who died from cold-related illness was described as shameful.	In the summer of the same year around twenty three thousand people died in Europe due to

Groups	Title	Thesis	Argument	Reiteration
				the sizzling temperatures.
Text 9	Building Strong Relationship	Indonesia shared a positive and friendly relationship with Australia.	Much of the support Australians gave to Indonesians was based on the friendship that developed between soldiers at the end of the second world war.	It is significant for Indonesia and Asian neighbors to strengthen the relationship.

The table above displayed that the students are having inconsistent understanding about generic structure of analytical exposition. In their text, they put the topic in the thesis paragraph to show the introductory problems. However, in the argument paragraph, there are some groups that did not write it correctly. Arguments consist of points and elaborations. They only wrote the point of the argument without writing the elaboration so that the arguments they wrote are not strong enough for people to believe them. Furthermore, there is no major problem for the students in writing the reiteration paragraph. There is only one text that did not sum up the arguments nor reinforce their point of view. Also, there are some groups that mistaken analytical exposition text as a report text, that is a fatal error because the teacher had told the students to write an analytical exposition text**.**

Language Features of Analytical Exposition Text Organized by the Students

Groups of text	Emotive Language	Causal Conjunction	Internal Conjunction	Relational process	Simple Present Tense
Text 1	Everyone should think twice	(None)	(None)	Fast food is one of the easiest and cheapest	Consistent
Text 2	• The e[mergence of the internet] • An increasingly popular way	(None)	• Firstly, • Se[condly,] • In addition, • Moreover,	Writing article is also good	Inconsistent
Text 3	• I personally believe • Most of humanity's	(None)	• Firstly, • Secondly, • Furthermore,	(None)	Consistent

											o ut p er m is si o n th ro u g h te le vi si o n				

| | co ll ec ti v e k n o w le d g e | (None) | (None) | (None) | Consi stent | | | | | | | | | | |
| Tex t 4 | • M os t p e o pl e sa y

• T h e ru d e n es s a n d vi ol e n ce co m e to o ur h o u se w it h | | | | | | | | | | | | | | |

							Tex t 5	All the time they mostl y eat	(None)	(None)	Fast food, nowaday s, is considere d	Consi stent
							Tex t 6	Cars shoul d be bann ed	(None)	• Fir stl y, • Se co nd ly,	The city is very busy	Consi stent
							Tex t 7	• M a n y p e o pl e ar g u e • W e s h o ul	• Fo r • Be ca us e	• Fir stl y, • In ad dit io n,	• raffic is very disru ptive • raffic is very dang erous	Consi stent

	d b e m or e ca re ful				
Text 8	• E v er y y ea r th o u sa n d s of p e o pl e di e • N ea rl y t w e nt y-fi v e th o u sa n d p e o pl	(None)	(None)	Was described as shameful	Incon sisten t

	e di e d				
Text 9	(Non e)	(None)	(None)	It is significan t	Incon sisten t

The table above displays that most of the text written by the students use the emotive words very well, although there is one text from Text 9 that does not apply it, but the majority of the students understand it very well. Same goes with the relational process, there are only two texts which do not use it, they are Text 3 and 4, but the others have applied the elements of relational process precisely. Although the explanation from the teacher about analytical exposition text's language features is very clear, half of the class surprisingly does not use internal conjunction. That is rather uncommon because most of the examples given by the teacher are showing the internal conjunction clearly. It goes along with the causal conjunction, it is literally the easiest part of the language feature of analytical exposition text. Only Text 7 that has applied causal conjunction correctly. However, the students are managed to use a consistent simple present tense, there are only three texts that are inconsistent in using the simple present tense, they are Text 2, 8, and 9.

CONCLUSION

Firstly, it is discovered that most of the eleventh grade students of SMA Hang Tuah 4 Surabaya are competent to apply the generic structure of analytical exposition texts. From the analysis, it showed that almost all of the texts are using the correct generic structure in their analytical exposition text. However, it is discovered that there were several mistakes in their generic structure. Most of them still had some difficulties in organizing "reiteration" part of generic structure. There was a group that is unsuccessful in organizing the generic structure. They made a fatal error by writing a report text, not an analytical exposition text which the teacher had asked. Furthermore, some other groups organized a good generic structure but, still slightly made an occasional mistake. They sometime do not develop their ideas and does not provide detailed information which can help the readers to more understand the text.

Secondly, there are so many groups that did not apply the whole components of language features. The importance of language features usage pop out while the students did not write the component of it. Most of the students did not write one or two or three parts of

language features. For example, that is when some of the groups missed out the use of internal conjunction. It is rather uncommon because most of the examples given by the teacher are showing the internal conjunction clearly. It goes along with the causal conjunction. However, the students are managed to use a consistent simple present tense, there are only three texts that are inconsistent in using the simple present tense. In this case, most of the students still did not realize the importance of their text's language features. They still confused and made several inaccuracies in applying the language features of analytical exposition text.

SUGGESTIONS

The teacher should give some comments or feedbacks on the students' work. It becomes an essential thing to do, because it can give the students more understanding in what kind of errors they have done in their analytical exposition text. Furthermore, the teacher should give a complete and ideal example of analytical exposition text during the teaching learning process. So, it can make the students enhance their knowledge about proper interpretation of generic structure and proper usage of language features among the text genre. Therefore, it is hoped that the students will not make regular errors in writing a good and complete generic structure and language features of analytical exposition text.

For the students who got a lot of errors have to give more of their attention to the teacher's explanation on generic structure and language features of the text. It is essential for them to arrange a complete generic structure and compose genuine language features for the text. Thus, they can decrease the errors and make a good analytical exposition text. Furthermore, to enhance the comprehension of analytical exposition text, they should do more practice in writing analytical exposition text by using the correct generic structure and proper language features, with the help from the teacher.

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