

**THE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION  
TEXT AT SMA NEGERI 1 BP. MANDOGÉ**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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## ABSTRACT

**SUMIATI SILALAH. 1302050237. "The Students' Ability In Writing Analytical Exposition Text at SMA Negeri 1 BP.Mandoge". English Departement of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan. 2017**

The objectives of this research were to analyze the students ability in writing analytical exposition text. The subject of this research was XI grade students of SMA Negeri 1 BP Mandoge . The population was 40 students. The research used the descriptive quantative research . The instruments of this research used written test. To collect the data , the writing score ranging from 0-100 was implemented. This technique adjust to Jacob.(2003), to this five indicator to consider as follow: Content, Organization, Vocabulary, Language use and Mechanic. This research was conducted by using the formula  $P = \frac{F}{N} \times 100 \%$  . After calculated the data showed that there were 31 students or 77.5 % students who were able in writing analytical exposition text. And there were 9 students or 22.5 % students who were unable in writing analytical exposition text. It concluded that the XI grade students SMA Negeri 1 BP Mandoge were able in writing analytical exposition. The students' difficulties in writing analytical exposition text were focus in content and mechanic. In content the students average 20.85, it mean that their ability in the level was fair to poor and for mechanics the students average 3.20, it mean that their ability in the level was fair to poor. In content the students' lack detail and limited development of ideas and for mechanics the students have some mistakes in capitalization, spelling, and punctuation.

***Keyword : Students' Ability, Writing Analytical Exposition Text***

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Writing is the representation of language is a textual medium through the use of a set of a sign or symbol (known as a writing system). Writing is the expression of language in the form of letter, symbol of the word. The primary purpose of writing is communication. Richard (2007) Writing includes in one language skills. So, the people have master writing in order to they can share what they think and what is on their mind through writing. Writing plays an important role for the students who are in the process of the learning a language.

Writing is one of language skills that is included into school curriculum. Based on school-based curriculum (KTSP), it is expected that the students are able to write text. They are hoped to be able to express their idea, tell stories, convey information and to compose well-organized writing. School-based curriculum (KTSP) has the purpose to make the students able to communicate in daily life and express idea, feeling and information.

In fact the students have many problems in writing. Based on the researcher observation at SMA Negeri 1 Bp. Mandoge academic years 2016/2017 the researcher found the students problems in writing especially analytical exposition text. The students have difficulties to write analytical exposition text.

The students are less to provide ideas and develop their ideas, the students have difficulties to think critically when they make arguments. And than the students do not care about grammatical especially about spelling, punctuation and capitalization. So that, the students have difficulties to write analytical exposition text.

One way that can be used to find out the students knowledge about English is by analyzing the students' text/writing. Analyzing students' text are very important to do because it can help English teacher to find out the students' abilities and difficulties in writing . Research about students' ability is important to do helping both teachers and students. So in this research the researcher has a desire to find out the students' ability in writing especially in analytical exposition.

In Indonesian school, students are required to learn to write different text types. There are some types of the text that should be learned by eleventh graders, they are : narrative, report, and analytical exposition. Analytical exposition is kind of the text which has purpose to persuade the reader or listener that something is the case. Djuharia (2007) defined analytical exposition as argumentative because writer providing reader or listener with point of view, ideas, or thought of topic or issues or problem need to get attention or explanation with no appeared efforts to persuade readers.

Based on the problems above the researcher would like to take the research about **THE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT SMA NEGERI 1 BP. MANDOGÉ.**

### **B. The Identification Of The Problems**

The problem of the research are identify as follow:

1. The students are less to provide and develop ideas.
2. The students have difficulties to write analytical exposition text

### **C. The Scope and Limitation**

The scope of this research focused on writing skill and the limitation of this research was focused on analytical exposition text.

### **D. The Formulation of the Problems.**

The problems of this study are formulated as follow:

1. Are the students able to write analytical exposition text?
2. What is the students' difficulties in writing analitical exposition text?

### **E. The Objective of the Study.**

Objective of the researcher :

1. To find out the student ability in writing analytical exposition text.
2. To find out the student difficulties in writing analytical exposition text.

### **F. The Significance of the Study.**

The finding of this research are expected to be theoretically and practically.

1. Theoretically

The study adds valuable information to develop the writing analytical exposition text.

2. Practically

- a. Students , to measure the students abilities in writing analytical exposition text and to improve their vocabulary and grammar to make a good write analytical exposition text.
- b. Teacher , was easy and more understand to motivate to the students how to make a good write analitycal exposition text.
- c. Other researchers, who are interested in conducting the same research.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Definition of Ability

Ability is axamination and evaluation of the relevant information to select the best of action from among various alternatives. Richard (2005) said the ability is the quality of being able to perform, a quality that permits of facilities achievements or accomplishment. From the definition previously, the researcher will be conclude that ability is capacity when he or she was born. Moreever, the ability comes from the inner side of human's brain.

The ability is also skill especially to do something, thing, act, make etc. When the students have ability, it implies that they have physical and mental power to do assigment, which can be regarded as a text. this ability must express their real potential by doing something concrete, measurable, operationally, ability is indicated by score of the last test obtained by the students.

Ability is one if capacity of doing something and that making certain physical or mental response. The term " Ability" in this study is power of the student to understand the materials given by teacher in the classroom. The ability of the student in learning can be seen from the result of learning it self after the

student learns about the material, of course there is a change in behavior and knowledge.

The term “ability” in this writing is the power of the students not understand about material given by the teacher in the classroom. The ability of students in learning can be seen from the result of the learning itself. After the student in learning about materials, of course, there must be some changes in behaviour and knowledge. The ability of student master to material is not the same, even though, they are taught by the same teacher, because the power to grasp the material is different. From the quotation we can conclude that the outcome of learning (student’s ability) depends on some factors the main the student themselves to student in quotation to understand or to reproduce material is very clearly related to his or her interest in carrying out the learning task either for its own sake or in response to external requirements. The factors are both internal factor.

All of those factors influence the students in learning and also influence his and her ability such as the financial, sometimes money has been the major factors in studying to increase our ability. Ability is means of power or skill especially to do something, think, act besides, ability is possession of qualities required to something necessary skill, competence of power. Based on the quotation above it can be concluded that ability is one’s capability of doing something and making a certain response or mental.

Physical ability can be used to evaluate the physical ability of an individual respect to the physical required to perform a particular a job. For intance an imployer may want to evaluate whether a job candidates has the strength to lift sixty cases from floor level to mid chest height. So is the writing ability starting intellectual ability and physical ability. He uses refer to a broader set factor which given similar motivation and opportunities make some people better at learning than other from the explanation above, it can be concluded that ability is someone's competence are result of learning.

The student ability is related to the students. The ability is result of process which involves teacher with the student which is reflected from the knowledge the students' have. Ability which is achieved by the student then it is realized in the form of the score, so that it will be acknowledge by the certain position of the students in the classroom because the score they reflected their ability in learning process.

According to Martin H.Manser in Oxport Learner's Pocket Dictionary state that : "Ability is skill or power " . Ability is certain proof of success or the ability of the students in doing their learning activities which based in their level of class.

## **2. Definition of Writing**

Writing can be seen as a mental process. First, the students will be have to understand the function of language. He has learned for intance, that they are rule in writing. These rule can be applied to express the idea. Word must be selected.



The correct rules are needed to make meaning comprehensible. In other words there should be a relation between one word and another or one sentence. Good writing is when the reader can understand the message and can make a conclusion from the writing itself. It means that, if the teacher cannot understand the message in the written form, we cannot say that it is good writing.

Kusmayadi (2011) added that writing is a complex process as an activity of creating an idea, knowledge in a form of written text to the knowledge in order to be external. Based on the quotation above, it can be concluded that writing is a process of developing an idea, putting together into pieces of writing form.

## **2.1. The Process Writing**

Jeremy Harmer (2004) lists the writing process involves planning, drafting, editing, final draft. The writer cycles through these stages until they are satisfied that the writing achieves its purpose.

### **2.1.1. Planning**

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, writers have to think about three main issues:

- a. Purpose : it will influence (among other things) not only the type of text they wish to produce, but also the language they use and the information they choose to include.
- b. Audience : they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language whether, for example, it is formal or informal in tone.
- c. Content structure : how best to sequence the facts, ideas, arguments which they have decided to include.

### **2.1.2 Drafting**

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

### **2.1.3. Editing (reflection and revising)**

Reflection and revising are often helped by other readers (or editors) who comment and make suggestions. Another’s reader reaction to a piece of writing will help the author to make appropriate revisions.

### **2.1.4. Final Version**

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now

ready to send the written will help the outhter to make appropriate revisions.

### **3. Genre of Writing**

Genre is process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Iwy Dirgeyasa (2016) Genre writing as a new approach to teaching and learning truly combines two things the product of the writing and the way or technique or strategy of how the product is produced. There are many genre of writing namely:

#### **a. Recount text .**

Recount text is the retelling or recounting of an event or an experience ; or , recount is a text that retells events or experiences in the past.

#### **b. Narrative text.**

To amuse, entertain, and to deal with actual or vicarious experience in different ways. Narratives deals with problematic events which lead to a crisis ot turning point of some kind, which in turn find a resolution.

#### **c. Report text.**

Report text is to describe the way things are, with reference to a range of natural, man- made and social phenomena in our enviroment.

#### **d. Procedure text.**

Procedure text is a text that designed to describe how something is achieved throught a sequence of action or steps.

**e. Analytical exposition text.**

Analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

**f. Descriptive text.**

Descriptive text is a type written text, which has specific function to give description about an object( human and non human or idea) vividly so that the reader can visualize the object described.

**g. Explanation text.**

Explanation text is to explain the processes involved in the formation or working of natural or socio- cultural phenomena.

#### **4. Analytical Exposition Text.**

##### **4.1. Definition of Analytical Exposition Text.**

The analytical text is a part of exposition in general. As commonly known the word exposition is sometimes interchangeably used with persuasive writing. It is used to present a logical argument from particular point of view. This genre will often involve the writer comparing opposite points of view, analysing the argument and concluding with an overriding opinion or conclusive argument. Analytical exposition is also defined as text that elaborates the writer's idea about the phenomenon surrounding.

Iwy Dirgeyasa (2016) Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

The characteristic of a good analytical exposition writing are:

1. A clear, concise, and defined thesis statement that occurs in the first paragraph.
2. Clear and logical transitions between the introduction, body, and conclusion.
3. Body paragraph that include evidential support.
4. Evidential support (whether factual, logical, statistical or anecdotal)
5. A bit of creativity
6. A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

#### **4.2. The Characteristic of Analytical Exposition Text**

##### **a) Generic Structure**

There are three generic structure of analytical exposition as follow:

##### **1. Thesis**

Usually includes a preview argument. It introduces topics and indicate the writer's position.

##### **2. Arguments**

Consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.

### 3. Reiteration

It restates the position more forcefully in the light of the arguments presented. It restates speaker or writer's position.

#### b) Social Function.

The function of analytical exposition is to reveal the readers that something is an important case and to persuade the reader or listener that something is the case or that the idea is an important matter.

#### c) Grammatical Pattern

1. Focus on generic human and non-human participants.
2. Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc
3. Use of simple present tense
4. Use of relational processes
5. Use of internal conjunction and normalization.

Example of analytical exposition

#### **Car Should Be Banned from Cities**

Cars should be banned from the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as well as we know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancers and “triggers” of asthma. Some of these illnesses are so bad that people can die from them.

Secondly, a city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Today cars are

the biggest killers on roads.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reason listed.

## **B. Conceptual Framework**

Writing is a process where a writer needs her ability in what she thought into verbal symbol. When a writer symbol she need to only the knowledge in what she write, but also understanding on the purpose of this writing that is the reader or audience. It is English teacher's duty to describe and analyze those competences and release it has helpful contribution for foreign or second language learner to be able understand English more effective and better than before.

In writing paragraph the students can be said successful wherever they able make an effective paragraph where their writing is in a good arrangement of sentences and logically of meaning.

Analytical exposition is one of interest topic to describe by students because this topic explained about phenomenon surrounding. The students must write about phenomenon that they know with a good language and interesting for the audience looking for information that we delivered.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of the Research**

The research was conducted at SMA Negeri 1 BP. Mandoge Jl. Desa Suka Makmur Kecamatan BP.Mandoge, during the academic year 2016/2017. The reason for choosing this school because based the researcher's observation the students have problem in their achievement in English learning, especially in writing analytical exposition text. So, it is easier to researcher in doing the research.

#### **B. Population and Sample**

##### **1. Population**

The population of this research is the SMA Negeri 1 Bp.Mandoge. There is 1 classes of this study, Class XI IPA 1 consists of 40 students. So the total of population are 40 students.

##### **2. Sample**

The sample in this research is class XI IPA 1 that amount to 40 students which is taken by total sampling. The table of population and sample of the research are displayed in the table bellow:



**Table 3.1**  
**Population and Sample**

No	Class	Population	Sample
1	XI IPA 1	40	40
	Total	40	40

### **C. Research Design**

This research used the descriptive quantitative research. The quantitative useful for identifying students' ability and difficulties in writing analytical exposition text. The students' ability was determined by percentage of students' score. The data is collected by using writing test in the sample given with clearly and reality defines which motivate the students to write. Therefore, the sample was asked to write analytical exposition.

### **D. The Instrument for Collecting Data.**

In this research, the data was collected by using written text. The data was collected by using writing test to the sample which given a clearly and reality defines the topic, which motivate them to write.

To know students ability in writing, there are some criteria that had been considered. To collect the data, ranging from 0-100 is implemented. According to Jacobs in Huges (2003) "there are many categories to the scoring of writing, they are content, organizatoin, vocabulary, language use, and mechanic" the specific criteria are described that follows.

### a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences.

27-30	Excellent to very good: knowledge able substantive though development of topic sentence-relevant to assigned topic.
22-26	Good to average: some knowledge able of subject adequate range limited development of topic sentence-mostly relevant to topic, but lack detail
17-21	Fair to poor: limited knowledge of subject – title substance inadequate development the topic.
13-16	Very poor: does not show knowledge of subject non substantive, not pertinent or not enough to evaluate.

### b. Organization

The organization refers to the students ability to write ideas and information good logical order. Topic the supporting sentences are clearly stated. The criteria as follows:

18-20	Excellent to very good: exact word, effective word choice and usage, word from mastery appropriate.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured.
10-13	Fair to poor : limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation. Knowledge of language vocabulary, word from or enough to evaluate.

### c. Vocabulary

vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to ability to used synonym, prefix, suffix, exactly. The criteria for scoring the vocabulary would be given below.

18-20	Excellent to very good: exact word, effective choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured.
10-13	Fair to poor, limited range, frequent errors of word, choice, usage, put meaning confuse or obscured.
7-9	Very poor; lack of essential translation, little knowledge of english vocabulary, idioms, words, from or not enough to evalute.

### d. Language Use

Language use refers to someone's ability in writing: simple , complex, or compound sentences correctly and logically. It also refered to the ability to use agreement in sentences and some other words, such as nouns, adjective, and time signals. The criteria as follows:

22-25	Excellent to very poor: effectively, complex construction few errors of agreement, tenses numbers, article, pronoun, preposition.
18-21	Good average: effective but simple construction- minor problems in complex construction several errors of egreement tense, number word-order or function, article, pronounce, preposition but meaning seldom obscured.
11-17	Fair to poor: major problem is simple complex construction, frequent

	errors of negation, agreement, tense, pronoun, preposition and fragment, delectation meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentences construction rules dominated by errors, does not communicatem, not enough to evalute.

### e. Mechanics

Mechanic refers to the student's ability in using word of appropriately; using punctuation correctly, paragraphing, capitalization and the text can read correctly.

The criteria for scoring the mechanics would be given as follows:

5	Excellent to very poor: demonstrate mastery of punctuations few errors in spelling, punctuation and capitalization writing sentence
4	Good average: occasional errors in spelling, puncuation capitalization writing sentences.
3	Fair to poor: major errors of spelling, punctuation, and capitalization, writing sentence poor hand writing meaning confused or obscured.
2	Very poor: no mastery of conversation dominated by errors,of spelling, punctuation, capitalization writing sentences, paragraph hand writing illegible not enough to evaluate.

### **E. The Technique for Collecting the Data**

In collecting the data, the technique were conducted by the following steps :

1. Explaining material of the research, the objective of the research and the intruction in answering the test to the students.
2. Giving the test.
3. Checking the students' answer.
4. Scoring the students' answer.

### **F. Technique of Analyzing Data**

After collecting the data, the researcher was analyzed the data as follows:

1. Listing their scores table after getting the total sample score.
2. Calculating the average score by using the following formula:

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono 2014})$$

where :  $M_x$  = Mean

$\sum X$  = total score

N = total sample

3. In determining the percentage ability of the students for identifying the criteria of the ability and inability of the students based on the table of Arikunto (2010) are as follow :

**Table 3.1**  
**The Criteria of Ability**

No	Quantitative ability	Qualitative ability	Ability
1	80-100	Very good	Able
2	60-79	Good	Able
3	41-59	Poor	Unable
4	0-40	Very poor	Unable

The table above shows the students degree of capability based on Arikunto's table . It showed that the students' degree of the score was divided into four categories: they are very good, good, poor, very poor. While very good and good are categorized as able , and poor and very poor are categorized as unable.

4. Calculating the percentage of students' score who are able and unable by using the following formula:

$$P = \frac{F}{N} \times 100\% \quad (\text{Sudijono 2014})$$

Where :

P = the percentage of students ability

F = the frequency able/unable

N= the number of all the students.

5. Finding the students difficulties in writing analytical exposition text.

**CHAPTER IV**  
**DATA AND ANALYSIS**

**A. Description of The Data**

Following table shows the students' ability in writing analytical exposition text at SMA Negeri 1 BP. Mandoge. In this test the students were asked to write analytical exposition text.

**Table 4.1**  
**The Students' Score**

No	Students Initial	Indicator					Total
		C	O	V	LU	M	
1	AHD	25	20	18	24	4	91
2	AI	18	10	10	12	2	52
3	AT	17	10	10	13	2	52
4	AL	22	15	13	21	3	74
5	ASP	13	12	10	14	3	52
6	AIQL	17	14	14	13	3	61
7	BM	16	10	10	15	3	54
8	BS	25	17	15	20	3	80
9	BA	17	13	9	10	3	52
10	CD	22	17	17	19	4	79
11	DRA	23	17	13	19	3	75

12	DR	25	17	10	18	3	73
13	DMS	28	20	17	20	4	89
14	EZS	16	13	10	10	3	52
15	ED	20	16	15	20	3	74
16	H	22	15	13	19	3	72
17	IM	13	7	9	10	2	41
18	IA	25	17	20	24	4	90
19	IP	25	17	15	20	4	81
20	LY	20	15	15	19	4	73
21	MA	27	18	18	22	4	89
22	M	22	17	16	18	3	76
23	MDC	20	14	14	19	4	71
24	N	25	20	17	22	4	88
25	NI	28	18	16	22	4	88
26	NA	20	14	14	18	3	69
27	P	26	18	17	22	4	87
28	PR	17	14	16	13	3	63
29	RH	26	18	15	20	4	83
30	RA	16	15	12	16	3	62
31	RS	17	7	9	7	3	43
32	RRN	20	14	16	19	3	72
33	SP	10	7	9	10	3	39



34	S	27	18	18	23	4	90
35	SR	22	14	17	20	3	76
36	T	19	12	13	17	3	64
37	WA	21	14	14	20	3	72
38	YK	20	14	13	19	3	69
39	YK	22	14	16	22	4	78
40	YS	20	16	17	14	3	70
	<b>TOTAL</b>						<b>2819</b>

Note :

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanic

And based on the table above the average is as the following

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2819}{40}$$

$$M_x = 70.47$$

## B. Data Analysis

Based on the calculation the students score , the mean of the total score was in the students' ability in writing analytical exposition text of eleventh grade students of Senior High School. The data was analyzed by considering to the formulation of the study which had been stated in the first chapter they are:

1. Are the students able to write analytical exposition text?
2. What is the students difficulties in writing analytical exposition text?

Those were the question that should be analyzed in this research consulting to the description of the data.

### 1. The Students' Ability in Writing Analytical Exposition Text.

Finding the students ability in writing analytical exposition text, the percentage formula was used to calculate the students score in answering the test. The the calculation consulted to the criteria of ability. Criteria for determining their ability was shown based on Arikunto formula.

**Table 4.2**

**The Criteria of Ability**

No	Quantitative Ability	Qualitative Ability	Ability
1	80-100	Very Good	Able
2	60-79	Good	Able
3	41-59	Poor	Unable
4	0-40	Very Poor	Unable

Then the analysis is shown in the following table:

**Table 4.3**  
**The Students' Ability in Writing Analytical Exposition Text**

No	Students' Initial Name	Score	Qualitative	Ability
1	AHD	91	Very Good	Able
2	AI	52	Poor	Unable
3	AT	52	Poor	Unable
4	AL	74	Good	Able
5	ASP	52	Poor	Unable
6	AIQL	61	Poor	Able
7	BM	54	Poor	Unable
8	BS	80	Very Good	Able
9	BA	52	Poor	Unable
10	CD	79	Good	Able
11	DRA	75	Good	Able
12	DR	73	Good	Able
13	DMS	89	Very Good	Able
14	EZS	52	Poor	Unable
15	ED	74	Good	Able
16	H	72	Good	Able

17	IM	41	Poor	Unable
18	IA	90	Very Good	Able
19	IP	81	Good	Able
20	LY	73	Good	Able
21	MA	89	Very Good	Able
22	M	76	Good	Able
23	MDC	71	Good	Able
24	N	88	Very Good	Able
25	NI	88	Very Good	Able
26	NA	69	Good	Able
27	P	87	Very Good	Able
28	PR	63	Good	Able
29	RH	83	Very Good	Able
30	RA	62	Good	Able
31	RS	43	Poor	Unable
32	RRN	72	Good	Able
33	SP	39	Very Poor	Unable
34	S	90	Very Good	Able
35	SR	76	Good	Able
36	T	64	Good	Able
37	WA	72	Good	Able
38	YK	69	Good	Able

39	YK	78	Good	Able
40	YS	70	Good	Able
	<b>Total</b>	<b>2819</b>		

Based on the table 4.3 the students' ability in writing analytical exposition text could be describe as follow:

There was 1 student out of 40 students who got the score between 0-40 with the criteria very poor as explained in detail as follows. There was 1 student got score 39, And there were 8 students out of 40 students, who got score between 41-59 with the criteria poor as explained in detail as follow. There was 1 student got score 41, 1 student got score 43, 5 students got score 54 and 1 student gained 54

Then, there were 20 students out of 40 students, who gained score between 60-79 with the criteria good, where there were 3 students got score 60, 1 student had score 61, 1 student got score 62, 1 student had score 63, 1 student got score 64, 2 students gained score 69, 1 student got score 70, 1 student gained 71, 3 students had score 72, 2 students gained score 73, 2 students had 74, 1 student did score 75, 2 students own score 76, 1 student got 78 and 1 student gained 79.

There were 11 students out of 40 students, who obtained score between 80-100 with the criteria very good, where there were 1 student got score 80, 1 student did score 81, 1 student gained score 83, 1 student own score 87, 2 students gained score 88, 1 student got score 89, 2 students had 90 and 1 student got 91.

The researcher analyzed the data in order to know students' ability in writing analytical exposition text. By implementing the formula :

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : the percentage of students ability and inability

F : the frequency able/unable

N : the number of all the students

Finally, shown that above 1 students got criteria very poor, 8 students found criteria poor, then 20 students had criteria good, 11 students gained criteria very good. The percentage of every grade criteria and ability can be drawn in the following table:

**Table 4.4**  
**Percentage of t Ability Predicate**

No	Qualitative predicate	Students	Percentage	Ability	Students	Percentage
1	Very good	11	27,5%	Able	31	77,5%
2	Good	20	50%			
3	Poor	8	20%	Unable	9	22,5%
4	Very poor	1	2,5%			
	Total	40	100%		40	100%

Table 4.4 shown that 10 students or 27,5% were very good, 20 students or 50 % were good, while 8 students or 20% were poor and 1 students or 2,5% very poor. In the other word there were 31 students or 77,5% students were able to write analytical exposition text and 9 students or 22,5% students were unable to write analytical exposition text.

## 2. The Students' Difficulties in Writing Analytical Exposition Text

The next analysis was done to find out the students' difficulties in writing analytical exposition text. for this porpuse, analysis was done in which each indicator of the test was based on the students answer.

**Table 4.5**

**The Students' Difficulties in Writing Analytical Exposition Text**

No	Students Initial	Indicator				
		C	O	V	LU	M
1	AHD	25	20	18	24	4
2	AI	18	10	10	12	2
3	AT	17	10	10	13	2
4	AL	22	15	13	21	3
5	ASP	13	12	10	14	3

6	AIQL	17	14	14	13	3
7	BM	16	10	10	15	3
8	BS	25	17	15	20	3
9	BA	17	13	9	10	3
10	CD	22	17	17	19	4
11	DRA	23	17	13	19	3
12	DR	25	17	10	18	3
13	DMS	28	20	17	20	4
14	EZS	16	13	10	10	3
15	ED	20	16	15	20	3
16	H	22	15	13	19	3
17	IM	13	7	9	10	2
18	IA	25	17	20	24	4
19	IP	25	17	15	20	4
20	LY	20	15	15	19	4
21	MA	27	18	18	22	4
22	M	22	17	16	18	3
23	MDC	20	14	14	19	4
24	N	25	20	17	22	4
25	NI	28	18	16	22	4
26	NA	20	14	14	18	3
27	P	26	18	17	22	4



28	PR	17	14	16	13	3
29	RH	26	18	15	20	4
30	RA	16	15	12	16	3
31	RS	17	7	9	7	3
32	RRN	20	14	16	19	3
33	SP	10	7	9	10	3
34	S	27	18	18	23	4
35	SR	22	14	17	20	3
36	T	19	12	13	17	3
37	WA	21	14	14	20	3
38	YK	20	14	13	19	3
39	YK	22	14	16	22	4
40	YS	20	16	17	14	3
	<b>TOTAL</b>	<b>834</b>	<b>588</b>	<b>560</b>	<b>705</b>	<b>131</b>
	<b>Average of each indicators</b>	<b>20.85</b>	<b>14.70</b>	<b>14.00</b>	<b>17.62</b>	<b>3.20</b>

Based on the table above we can could see that:

1. In the content indicator, students' average score is 20.85: it means that their ability is fair to poor. Several difficulties mostly because students have major problem. In the topic of paragraph and development ideas is

mostly relevant. But, the problem are lack detail and limited development of the text.

2. The students' average score in the organization was 14.70: it means that the students ability was good to average.
3. In the vocabulary indicator, the students' average 14.00 . it means that their ability is good to average.
4. In the language use indicator, the students' average score was 17.62 : it means that their ability is in the level good to average.
5. In the mechanic indicator, the students' average score was 3.20 : it means that their ability is in the level fair to poor. There were some mistakes in capitalization, spelling, punctuation domonate writing sentence

### **C. Findings**

Based on the data analysis , so the researcher found:

1. The result of this research described that the students' ability in writing analytical exposition text there were 31 students or 77,5% were able and 9 students or 22,5% were unable to writing analytical exposition text. So, in this research the students are able in writing analytical exposition text.
2. The students' difficulties in writing analytical exposition text were focus in content and mechanic. In content the students average 20.85, it mean that their ability in the level was fair to poor and for mechanics the students average 3.20, it mean that their ability in the level was fair to

poor. In content the students' lack detail and limited development of thesis  
anf for mechanics the students have some mistakes in capitalization,  
spelling, and punctuation.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

Based on the finding, the conclusion of this research stated that, there were 31 or 77.5% as ‘able’ and only 9 students or 22.5 % as unable. It mean the students at SMA Negeri 1 BP.Mandoge were able in writing analytical exposition text.

The students’ difficulties in writing analytical exposition text were focus in content and mechanic. In content the students average 20.85, it mean that their ability in the level was fair to poor and for mechanics the students average 3.20, it mean that their ability in the level was fair to poor. In content the students’ lack detail and limited development of ideas and for mechanics the students have some mistakes in capitalization, spelling, and punctuation.

#### B. Suggestions

In the relation to the conclusions above, suggestions are staged as follow:

1. Based on the students’ difficulties, the teacher should try to find the more effective ways to teach writing analytical exposition text.

2. The teacher should concern the students who are unable to write analytical exposition text, and can also motivate the students to be interested in studying English especially in writing analytical exposition text.

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