STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL
EXPOSITION TEXT AT ELEVENTH GRADE
OF SMAN 8 JAMBI

A THESIS

Submitted as a Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in English Education

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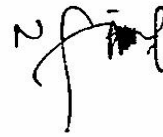
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LETTER OF RATIFICATION

This thesis entitled "*Students' Achievement In Writing Analytical Exposition text At Eleventh Grade of SMAN 8 Jambi*" written by Rahmayani Zain, Students'number 1700888203015, as accepted and approved by the team of examiners faculty of Teacher and Education Batanghari University January 2021.

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I certify that this thesis is certainly my own work and the entitled *Students'
Achievement In Writing Analytical Exposition text At Eleventh Grade of SMAN 8
Jambi".* I am entirely responsible for the substance of this thesis. The opinions or
discoveries of other authors contained in the thesis are quoted and cited according
to the ethical principles.

Jambi, March 10th 2022

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MOTTOS

"Dan janganlah kamu berputus asa dari rahmat Allah." [QS. Yusuf: 87]

"Jangan khawatir tentang kegagalan, tetapi khawatir tentang kesempatan yang di lewatkan"

ABSTRACT

Zain, Rahmayani. *Students' Achievement In Writing Analytical Exposition Text At Eleventh Grade Of SMAN 8 Jambi.* Thesis English Language Education, Faculty of Teacher Training and Educational, University of Batanghari, 2022. First Advisor: Khidayatul Munawwaroh, S.Pd and Second advisor Nurul Fitri, S.S, M.Hum

Keyword: Analytical Exposition Text, Writing, Achievement

This study aimed to find out students' achievement in writing analytical exposition text at the Eleventh Grade of SMAN 8 Jambi. The researcher took this title to find out what the student's lack of understanding the writing analytical exposition text and it is needed to know students' achievement in writing analytical exposition text as a learning tool to evaluate the learning process during pandemic covid-19. This research has 19 respondents and the methodology of this research is quantitative research. This study chose to research SMAN 8 Jambi because wanted to know students' achievement in writing analytical exposition text. In this research, there are three indicators of writing analytical exposition text were a thesis, argument, and reiteration. The student has the writing test based on the topic by the researcher and writes it with three indicators of analytical exposition text. From the result, the researcher found that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

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Assalamualaikum Wr.Wb

Alhamdulillahirabbil'alamiin, all praises and thank's to Allah SWT, because of Allah SWT the writer could finish this thesis entitled *"Students' Achievement In Writing Analytical Exposition text At Eleventh Grade of SMAN 8 Jambi"*. However this success would love be achieved without support, guidance, advice, help, and encouragement from individuals and institutions.

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Finally, as a Human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, March 10th 2022

The Researcher

Rahmayani Zain

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is an international and prevalent language used by people from various countries to communicate and relate with others. According to Steve (2017), English is used as a second language by many societies to communicate with other people although it is not their language. Besides that, English is also used in developing other subjects such as science, technology, etc. According to Crystal (2012), there is an extending circle using English as a foreign language. China, Japan, Greece, Poland, and also Indonesia are included in that circle. It means that English is a foreign language since the first language is the local language and the second is Bahasa Indonesia.

English is a foreign language in Indonesia. To master it, Indonesian has to learn English from an early age. Learning English in Indonesia starts from primary school or elementary school although it is not the main subject. According to Hakiki and Hidayati (2017), Indonesian parents are suggested to assist their children to learn English from an early age as it is innocuous their first language. Four skills of English such as Listening, Writing, Writing, and Speaking should be related to each other, and they cannot be separated mutually. Sadiku (2015) states that the four skills such as writing, listening, speaking, and writing should be incorporated by using an effective way to teach English successfully. One of the important output skills that should be learned is writing.

By increasing writing skills, the students can improve their vocabulary, tenses, and fluency that are related to knowledge especially English. It can encourage the learners to increase other skills like writing and listening. According to Ambe (2009), writing is an important skill in the world, therefore politicians, educators, administrators, and researchers strive to make writing important in education.

Based on an interview with one of the English teachers at SMA Negeri 8 Jambi, the hardest skill to teach is writing. Three reasons make writing skills hard to teach. The first is the students' lack of vocabulary. The second is the lack of media or technology used by the teacher. The last is the laziness of the students in writing a long text. These reasons happened because the English teacher of eleventh grade uses the traditional way in teaching writing skills which are she asked one of the students to read a text in front of the class. This traditional way is not interesting for the students in learning English writing.

Analytical exposition is a text that contains the researcher's thoughts or opinion about the phenomenon surrounding it. Based on basic competence for the second grade of senior high school of the first semester by Kementerian Pendidikan dan Kebudayaan (2013), the students are expected to conceive social function, text structure, and language features of analytical exposition text about the phenomenon and following the context. Similarly, Arianti and Tiarina (2014) stated that senior high school students in grade two have to learn about analytical exposition text as a kind of argumentative text. Therefore, English writing skill especially writing in analytical exposition text is important for eleventh-grade students in Indonesia.

However, based on a previous study in SMAN 8 Jambi, the student's achievement in writing analytical exposition text is lacking. It is only three students who can pass the analytical exposition paragraph writing test. The reason is, the first is the students' lack of vocabulary. The second is the lack of media used by the teacher. Third, some of the students did not know how to use google classroom. moreover, It is needed to know students' perception of google classroom as a learning tool to evaluate the learning process during pandemic covid-19. The last is the laziness of the students in writing a long text.

In addition teachers' role also becomes the main cause why students face many problems in learning an Analytical Exposition text. The teacher practice a monotonous way of teaching English, especially in writing. To enable the students to master those language skills, English teachers should provide materials that are appropriate to the curriculum and find suitable media in the teaching and learning process.

Many other tools of Google together including Google Drive, Google Docs, Sheets and Slides, and Gmail to help educational institutions go to a paperless system. (Wikipedia, 2018). Teachers use several learning applications to support online-based learning, such as Google Classroom. Google Classroom as a free tool offers various features which encourage student-teacher interaction through a virtual online class. It helps the teacher and also students to learn during Pandemic Covid-19.

Based on the problems and the condition above, the researcher uses google classroom as media for evaluating students' achievement in writing analytical exposition text.

1.2 The Identification of The Problem

This study was carried out to have a better insight into the students' achievements in writing analytical exposition text.

1. The first is the students' lack of vocabulary.

2. The second is the lack of media used by the teacher.

3. Third, some of the students did not know how to write the analytical exposition text.

4. moreover, It is needed to know students' achievement in writing analytical exposition text as a learning tool to evaluate the learning process during pandemic covid-19.

5. The last is the laziness of the students in writing a long text.

1.3 Limitation of The Research

Regarding the background of the problem, the researcher only focuses on students' achievement in writing analytical exposition text at the eleventh-grade students of SMAN 8 Jambi by using Google Classroom as learning media.

1.4   The Formulation of the Research

To achieve the above aims, the following research questions were addressed: how is the students' achievement in writing analytical exposition text at eleven grade of SMAN 8 Jambi.

1.5   The Objective of the Research

Based on the formulation above, the objectives of the research are to find out the students' achievement in writing analytical exposition text at eleven grade of SMAN 8 Jambi.

1.6   The Significance Of The Research

The results of this research activity are expected to provide both theoretical and practical benefits.

1.6.1   Theoretical Benefits

The theoretical benefit of this research is to develop insights into educational sciences related to improving student learning competence and student participation in the learning process.

1.6.2   Practical Benefits

1.   For Schools

As input to students, teachers, principals, and other staff to improve the quality of education by learning the following subject matter.

2. For Teachers

   It provides various benefits of learning in increasing student participation in teaching and learning.

3. For student

   To further enhance student learning competencies by improving learning and improving the quality of the learning process.

4. For Researchers

   As the application of knowledge received on the bench lectures in the form of theories, especially those related to English. As a prospective teacher, learning to apply appropriate learning to deliver teaching materials by the conditions desired by students in the learning process will be done.

1.7   Definition of Key Terms

There are some terms in this research that need to be explained as the following:

1.7.1   Students' achievement

Achievement is the abilities of the students after receiving a learning experience. Student achievement is essentially changes include the areas of cognitive, affective, and psychomotor oriented learning process experienced by students (Sudjana, 2015).

1.7.2 Writing

Writing is the process of result of recording language in the form of conventionalized visible marks or graphics (Harmer, 2014). According to Pulverness (2015), writing is one of the productive skills which involve communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message. Hence, it can be assumed that students' writing skills.

1.7.3 Analytical exposition text

Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Pardiyono (2007:215) stated that hortatory exposition text is something that should be or ought to be, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. Analytical exposition is more similar to descriptive arguments and hortatory exposition can be said like suggestive arguments.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definitions of Writing

Writing, by definition, is an act of communication, a purposeful means of addressing an audience. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea is also supported by Weigle (2002) "who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience". From the definition, it means that it is important to view writing not only as of the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed.

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a well-written text. Brown (2001) states "that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write".

Furthermore, Harmer (2004) "sees writing as a kind of process wheel, where the writers move both around the circumstance of the wheel and across the spokes. It describes the complex stages that the writers need to go through to write something. Each stage can be continuously repeated until the writers feel no need to go to the previous stages". Based on the above definitions of writing, it can be

concluded that writing is an act that takes place within a context, which accomplishes a particular purpose a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. In addition, writing is also a process of developing ideas into coherent written language.

2.2   The Process of Writing

In the process of writing, not only focuses on the final output but also pays attention to practice. Hyland (2004) states that illustrator stages of writing give students a clear understanding that the writing process is significant to produce good writing. There are stages in process of writing. First, the students and teachers select the topics. They can join to select the topic in writing. Second, it is pre-writing. In this stage, the students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing (drafting). In this stage, the students begin to write down their ideas on a piece of paper. The next stage is responding to revision. It is done by the teachers or pairs. It is about developing ideas, organizing the texts. Then, it is about evaluation. The teachers evaluate the students' work. It means that teachers judge the progress that they achieve within the process. After that, it is published. It is about the students' performance. It means that students can present or show their writing in front of the class. The last stage is the follow-up task. It was conducted to conclude the weaknesses of writing. Each step is described as follows:

Step 1: Planning

In this stage, students plan and decide what they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas, or arguments that they have decided to include.

Step 2: Drafting

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write about without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to revise their writing. Revising is looking back over what has been written

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All of the writing processes above cannot be separated because those are elements in composing a well-written text.

Table 1: Harmer's writing Process Wheel

This wheel shows the processes that the writers go through to produce their ideas in written forms. The use of a wheel to describe the process of writing is actually to show the repetition of the process. It means that during the process of writing, the writers may re-plan, re-draft, and re-edit. It will continuously happen until the writers reach the real final version of their writing.

It can be concluded that although the focus of writing is on the process, rather than on the result, it does not mean that the result itself is not important. The result of the writing can be absolute evidence of the success of the writing process that consists of four major steps: planning, drafting, revising, and final drafting (final version). In short, writing is not only writing something on paper. Many processes are involved in writing which determined the success of writing itself. Those processes above can be guided to be a good writer.

2.3 Kinds of Writing

According to George E. and Julia M Burk (1980) said that "the form of writing used to tell or relate is called narration: that used to describe is called

description: that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation.

There are four kinds of writing:

a.   Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to the natural time sequence. Type of narration includes short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of later and conversation. The conclusion of narration is telling a story that contains problematic experiences.

b.   Description

Description means to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of "what it looks like".The conclusion of the description is describing a person, place, or thing.

c.   Exposition

Exposition is used in giving information, making explanations, and interpreting meaning, it includes editorials, essays, and informative and instructional material. The conclusion of exposition is giving information about something.

d.   Persuasion/ argumentation

Persuasion or argumentation is used in persuading and convincing. In argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as researcher conviction. The conclusion of argumentation is starting an opinion and supporting it convincingly.

2.4   Concept of Analytical Exposition Text

1.   The Defenition of Analytical Exposition Text

Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Pardiyono (2007) stated that hortatory exposition text is something that should be or ought to be, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. Analytical exposition is more similar to descriptive arguments and hortatory exposition can be said like suggestive arguments. According to Knapp & Watkins (2005) stated that analytical exposition is a text type that focuses on the purpose of argument. It needs a viewpoint and providing evidence or some fact to support it. On the other hand, Pradini (2014) said that analytical exposition is a type of spoken and written text that is intended to persuade the listeners or the readers that something is the problem. To make the persuasion stronger, the speaker or writer gives some arguments as the basic reasons why something is the problem. There are examples of analytical exposition text such as scientific books, journals, essays, editorials, magazines, newspaper articles, academic speeches or lectures, research reports,

etc. This type of text is popular among science, the academic community, and educated people.

In addition Gerot & Wignell (1994) state that the social function of analytical exposition is to persuade the reader or listener that something is the case. To make the readers easily get the purpose of the text, it is important to arrange the text in a good paragraph. The arrangement of the text focuses on the thesis, argument, and reiteration. Using grammar correctly, appropriate vocabulary, and mechanics are the important ones to make this text.

2.5   Generic Structure of Analytical Exposition Text

Knapp & Watkins stated the structure of an analytical exposition text consists of thesis, arguments, and reiteration.

a)   Thesis

This is the first stage of analytical exposition text. It begins with a clearly stated thesis or major position of the writer. It is not followed by elaboration or any supporting statement.

For example, Education at an early age given by parents plays an important role in the growth and development of children. Parents who study parenting are better prepared to monitor the development of their children according to their age. Without proper preparation, a child's growth and important things to do at that time can be missed, thus having an impact on further development. For example, in the case of giving gadgets to children.

b)   Argument

This is the second stage of analytical exposition text. The writer needs to elaborate the arguments or present factual data like graphs, pictures, and charts to support the text. The arguments may use ordinal adverbs followed by the supporting sentence in each paragraph. It makes the reader more easily get the information that the writer tells about.

For example, Gadgets are a solution that is considered the easiest by parents to calm their children. Many advantages can be obtained with gadgets, such as providing educational video shows, giving children the experience of playing games, to communicating with other people. Unfortunately, a child who is used to being given a gadget will experience a tantrum if the gadget is taken away. Not infrequently parents who are less able to control their emotions also release the same emotions. The solution that can be done is to distract the child, hug the child, cool the child's body temperature, and teach him to breathe from the stomach.

c)   Reiteration

This is the final part of the analytical exposition text. Reiteration contains a restatement of the thesis statement. It also concludes or summarizes what has been stated in the text.

For example: Letting go of the habit of children who are used to playing with gadgets is not easy. Especially if parents are quite busy and cannot accompany their children, they choose a shortcut by giving gadgets. So that children's development can be maximized and not tantrums when the gadget is

taken, focusing on the child's emotions and not getting carried away is the best solution.

2.5   Students Achievement

1.   Definition of Student Achievement

Achievement is the abilities of the students after receiving a learning experience. Student achievement is essentially changes include the areas of cognitive, affective, and psychomotor oriented learning process experienced by students (Sudjana, 2015). Meanwhile, according to Dimyati and Mudjiono, students'" achievements are the result of interaction acts and acts of teaching and learning. In terms of teachers, teaching acts end with the evaluation of learning achievement. In terms of students, the achievement of the summit was the end of the teaching-learning process (Dimyati and Mudjiono, 2016). Sudjana says that the achievement is related to instructional objectives and learning experiences experienced by students (Sudjana, 2015).

Correlation instructional objectives, learning experiences, and student achievement, in this study, relate to instructional objectives and learning experiences. The existence of a written guide instructional purposes will change the desired behavior on students while learning experiences include anything experienced by students in both the activity observed, observing, reading, imitating, trying something yourself, listening, follow commands (Sardiman, 2011).

The national education system and the formulation of educational goals; both curricular and instructional goals in general classification learning achievement using Bloom is broadly split into three domains, cognitive, affective, and psychomotor. Cognitive learning outcomes relating to intellectual consist of six aspects, namely: knowledge (knowledge), comprehension (understanding), application, analysis, synthesis, and evaluation. The second aspect of the first is so-called low-level cognitive and following four aspects including high-level cognitive. Attitude regarding the affective domain consists of five aspects, namely: acceptance, answers or reactions, assessment, organization, and internalization. The psychomotor domain of learning outcomes concerning the skills and abilities to act consists of six aspects, namely: reflexes, basic movement skills, perceptual ability, harmony or precision, complex movement skills, and expressive and interpretive movement (Sudjana, 2015).

Regarding the explanation above, it can be concluded that the learning outcomes are changes in the cognitive, affective, and conative learning experience influences experienced by students in the form of a section, unit, or chapter of certain materials that have been taught. In this research, aspects are measured at the level of cognitive changes alone.

2.6   Previously Related Study

There is some research had been conducted related to this study. The first research in the Journal of Nyoman Yuningsih and Novarita (2020) is entitled "Writing An Analytical Exposition Text Through Cooperative Script Strategy".

The purpose of this study was to find out and analyze empirically the effects of cooperative script strategy in enhancing the students" ability in writing analytical exposition text to the eleventh-grade students of SMK N 3 OKU who were taught by using cooperative strategy. The study used an experimental design with one group pre-test and post-test. The population of the study was 368 students, there were 12 classes with 35 sample students, the sample took by using cluster random sampling technique. The data collection method used written tests in pre-test and post-test. To analyze the test the researcher used a t-test in SPSS 21. First, the writers gave a pre-test to the students. The second, the writers taught writing by using cooperative script strategy, and the third, they gave post-test to the students to know the effectiveness of the strategy which was used. The mean of the pre-test was good (65,20). Meanwhile, the mean post-test was very good (85,31). It could be seen from the result analysis using paired sample t-test that output was 0.000 lower than 0,05. From the score, it can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Second research by Dimas Yudha Putra Garintama (2018) entitled " Analysis on Analytical Exposition Text Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya", 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

analytical exposition text compositions, which are written by the 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 an inconsistent understanding of the generic structure and language features of analytical exposition.

Another research by Paskalina Widiastuti Ratnaningsih (2019) entitled " The Use Of Google Classroom application for writing and speaking in English Education Class". This research aims to discover students' lived experience of using the Google Classroom application as the media for submitting English assignments in the form of writing and speaking. The method used in this research was a hermeneutic-phenomenology study. It focuses on the description and interpretation of lived experience. The instruments used are in-depth interviews, observation, and document review. The findings are distributed into empirical themes and transcendent themes. Based on the research, Google Classroom enhances writing and speaking skills in the form of assignments.

The next research by Miftahul Janah (2019) is entitled "Google Classroom on Students' Writing Learning Process". This study is Mix-Method Research applying exploratory design which aims to 1) know that the use of Google Classroom in the Writing learning process can arouse students' learning interest and motivation; 2) know that Google Classroom can be used to improve students' writing ability. The participants were the fourth-semester students of STKIP Muhammadiyah Pringsewu Lampung in the academic year 2018/2019. A questionnaire, documentation, and test had been used to collect the data which

was then analyzed using phased qualitative-quantitative analysis. The result showed that Google Classroom could encourage students to write, and help them to improve their writing ability.

Moreover, another research conducted by Irwan Sulistyanto (2020) entitled "Using Google Classroom to teach writing Hortatory Exposition Text". This research used two classes that become experimental class and control class. The experimental class was taught writing using Google Classroom, while the control class was taught with conventional teaching. To collect the data, post-writing comprehension tests in experimental and control classes were administered. Data were analyzed by using mean scores, standard deviation, and independent-sample t-test. The findings showed that sig. the score was lower than the level of significant 5%. It can be concluded that using Google Classroom to teach writing hortatory exposition text is effective.

The next research by Ela Nur Laili (2020) is entitled " The Effectiveness of Google Classroom in Teaching writing of recount text for senior high schools". This research aimed to find out Google Classroom effectiveness, which was used to enhance students' writing recount text for Senior High School and recognize students' writing performance. This research used a pre-experimental research design. The subject of this study is the tenth grade of senior high school at Western Surabaya. It involved 30 students as a sample of this study. In the process of data collection, the researcher used a pre-test, post-test, and questionnaire. The researcher analyzed the data using Wilcoxon Ranks Test to test the hypothesis. This study found the value of significance (2-tailed) was lower than the

significance level (0.022 < 0.05), then the Ha was accepted. It means there was a significant value on students' achievement of the writing performance of recount text by using Google Classroom. In addition, the result of the questionnaire indicates that the student's responses are neutral; it means that the students do not feel difficult in the use of Google Classroom. However, it can be concluded that Google Classroom significantly affects students' writing performance and helps them finish and collect the assignment without any bound by time and space. Further, based on the data obtained, which analyzed through Brown's theory, the student's writing performance is imitative and intensive. It means they are still positioned in the primary category.

The research in the journal of Shubhada Deshpande (2014) entitled "Teaching writing skills in English: involvement of the student in the assessment and correction of their errors. One more aspect of this method of teaching writing skills that concerns the researcher is whether this kind of success of the students in identifying and correcting their own mistakes would enable them to apply the rules of grammar in their daily life situations outside the classroom where they normally tend to commit such mistakes. According to Colin Peacock (1986), the pupils seem to be fairly willing and able to produce correct answers to single, isolated problems, especially when they are given the support of the teacher, textbook, or worksheet but it is very difficult to persuade a child to apply what is learned in isolation to the act of independent, continuous extended writing. This small-scale study has been an attempt to facilitate self-monitoring so that the students could apply this to language use outside the classroom.

The research in the journal of Muhamad Javed and Wu Xiao Juan (2013) entitled " A Study of Students' assessment in writing skills of the English language. This paper addresses to evaluate and assess the students' competency in writing skills at the Secondary school level in the English Language focusing on five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar, and handwriting. The target population was male and female students of grade 10 of urban and rural Secondary schools from the public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. A sample consisting of 440 students (11students from each school) was randomly selected using a table of random numbers. An achievement test consisting of different items was developed to assess the students' competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar, and handwriting. Mean scores and standard deviation were used to analyze the students' proficiency in each sub-skill. The t-test was applied to make the comparison based on gender, density, and public and private sector. The overall performance of all the students was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar, and handwriting. The analysis, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

The last research in the journal of Febrian Fitri (2020) entitled "An Analysis Of Students' Writing Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar". This research is descriptive quantitative research and used tests and questionnaires as the instruments. This research found that the students' ability in comprehending the different levels of questions in analytical exposition text was fair because the average score of students was 51,24. The students have a good ability in comprehending analytical exposition questions in form of evaluation level. This research also found that students tend to have difficulties in comprehending analytical exposition text in form of inference level.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

According to Creswell (2014) explained that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. According to Sugiyono (2012) descriptive research, namely, research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables.

This research aims to present a research design that discusses students' achievement in writing analytical exposition text at eleven grade of SMAN 8 Jambi. This research is a quantitative method. The results of this research were obtained by using a test that was given to students. Based on the explanation it is used quantitative research because it is a study carried out to reveal an actual situation.

The researcher has used the quantitative research methodology. The descriptive method is implemented because the data analysis is presented descriptively based on the test. This research has used some techniques to collect the data, such as research subject selection, tests, documentation, and data analysis.

The research approach in this thesis uses a quantitative research approach, as stated (Sugiyono 2017) that quantitative research methods are defined as research methods based on the philosophy of positivism, used to examine certain

populations or samples, data collection using research instruments, analysis the data are quantitative/statistical, with the aim of proposing predefined hypotension.

3.2   Population and sample

3.2.1 Population

Wang, H, et all said that population is the large group which a researcher wants to generalize the sample result. The population of the study was taken from the students of the eleventh grade of SMA 8 Jambi in the academic year 2021/2022. There are 12 classes in the eleventh grade which is consist of 34-39students for each class. To make it clear the population of this research, the number of the population total can be in the table below:

Table 1
The population of The Research

No	Class	Majors	Total
1		XI IPA 1	36
2		XI IPA 2	35
3		XI IPA 3	39
4		XI IPA 4	34
5		XI IPA 5	34
6	XI	XI IPA 6	37
7		XI IPS 1	36
8		XI IPS 2	37
9		XI IPS 3	35
10		XI IPS 4	36
11		XI IPS 5	37
12		XI IPS 6	37
TOTAL			**470**

Source: Administration of SMAN 8 Kota Jambi

3.2.2 Sample

The sample is a smaller group of population (Arikunto, 2014). In the research, for technique sampling, the researcher used Random sampling to take the sample. Random sampling is a form of sampling in which every sample has an equal chance of being selected, and the researcher used the method of lottery to get the sample. One of the common ways is to use the lottery method, which is a mechanical example of random sampling. In this method, the researcher gives each member of the population a number. Researchers draw numbers from the box randomly to choose a sample and the sample of this research is students from XI IPA 3.

Table 2

Sample of The Research

No	Class	students	
		Female	Male
1	XI IPA 3	9	10
	Total	19	

Source: Administration of SMAN 8 Kota Jambi

3.3   Research Instrument

Research instrument by Sugiyono (2015) is a measuring instrument such as tests guidelines used by researchers to collect data in a study. Thus research instrument is an instrument used to measure the natural and social phenomena are observed. Specifically, these phenomena are called the research variables.

The instrument used to collect the data is a writing essay test with analytical exposition text. The theme of the essay test is "my activity during a covid-19

pandemic", "All about my favorite influencer in socmed" and "my best friends". The students should write the essay by their comprehending of its text and by their language at least 3 paragraphs with 200 words at all. The data is getting from students' writing essays and match with the rubric score.

3.4   The technique of Data Collection

This study used the test as a research instrument to collect the data to analyze the student's achievement in writing analytical exposition text by using google classroom. The instrument in this research was writing an analytical exposition text test, There is the theme of the essay test are "my activity during a covid-19 pandemic", "All about my favorite influencer in socmed" and "my best friends" (Appendix 2). The students should write the essay by their comprehending of its text and by their language in 3 paragraphs with 200 words at all, where a researcher will distribute test to students during online use Google Classroom of SMAN 8 Kota Jambi.

3.5   The technique of Analyzing Data

There are three components presented in the rubric score of analytical exposition text that is the thesis, argument, and reiteration. The researcher uses an analytical scoring rubric to analyze the data related to the students' writing of analytical exposition text (on Appendix 1).

The classification of students score into four levels:

Table 3
Classification students score

No	Classification	Score
1	Very good	80-100
2	Good	60-79
3	Fair	50-59
4	Poor	0-49

Source: Atikah Wati (2018:41)

The total score of students writing viewed from the generic structure that analyze from thesis, argument, and reiteration obtained by the following formula:

$$GS.q \frac{Tq + Aq + Rq}{3}$$

GS.q = Total score of generic structure quality

Tq = Quality score in thesis

Aq = Quality score in argument

Rq = Quality score in reiteration

Data obtained from the field, presented in tabular form and described. The description of the data is strengthened by the presentation mean.

Formula of mean:

$$Me = \frac{\sum f_i X_i}{f_i}$$

Me   : mean for group data

f_i : total of Samples

$f_i X_i$: product of multiplication between in each data interval with a class sign(f_i). The class mark (X_i) is the average of the lowest and highest values for each data interval.

The mean is used to find the average value of the score the total of all answers given by the respondents, which arranged in data distribution.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this chapter, the researcher will display the data that the researcher has gotten in the analysis test result from the eleventh grade of SMAN 8 Jambi city in Academic Year 2021/2022. This research was conducted on 4th January 2022.

4.1.1 The Result of Test

The findings from the test, the researcher shared the test to the whole students at the eleventh grade of SMAN 8 Jambi which consisted of 19 students. Based on categories about the students' achievement in writing analytical exposition text, the researcher found the result of students, is displayed in the table.

a. The Result of Students'class XI IPA 3

The Test was conducted on 4th January 2022. In this test, the students were assigned to write an essay test with analytical exposition text. The theme of the essay test is "my activity during a covid-19 pandemic", "All about my favorite influencer in socmed" and "my best friends". The students should write the essay by their comprehending of its text and by their language at least 3 paragraphs with 200 words at all. The data is getting from students' writing essays and match with the rubric score.

Table 1
The Result of The test

NO	INITIALS	SCORE	CLASSIFICATION
1	Student 1	68,3	Good
2	Student 2	78,3	Good
3	Student 3	56,6	Fair
4	Student 4	60	Good
5	Student 5	68,3	Good
6	Student 6	40	Poor
7	Student 7	73,3	Good
8	Student 8	83,3	Very good
9	Student 9	43,3	Poor
10	Student 10	81,6	Very good
11	Student 11	48,6	Poor
12	Student 12	95	Very good
13	Student 13	86,6	Very good
14	Student 14	73,3	Good
15	Student 15	86,6	Very good
16	Student 16	70	Good
17	Student 17	50	Fair
18	Student 18	81,6	Very good
19	Student 19	83,3	Very good

Chart 1
The Result of The Test

rubric score analytical exposition text
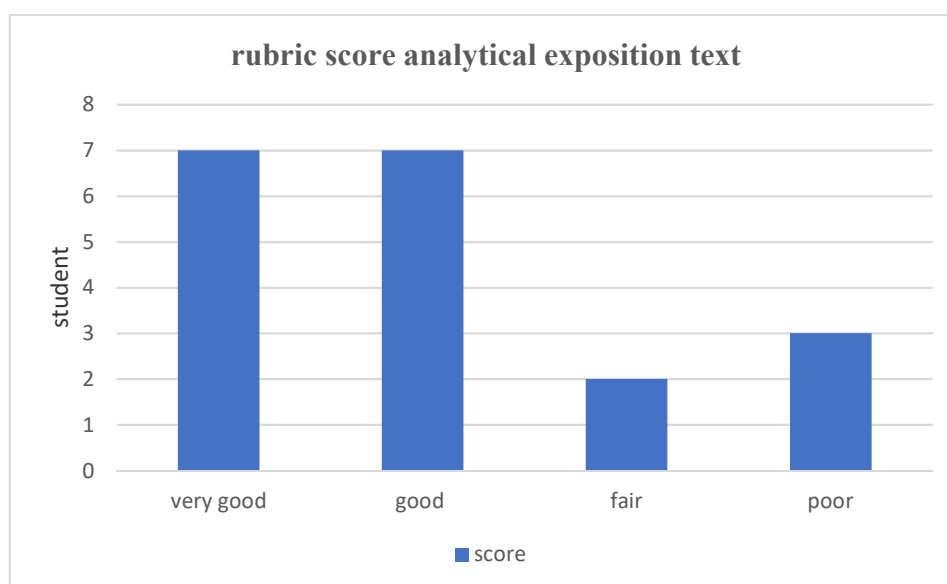
Based on the table 19 students participated in this research because only 19 students responded. After all, when the researcher was given the test in the classroom, students in SMAN 8 Jambi were divided into 2 class sessions so only 19 students that active and join to respond to the researcher and be the sample to this research. And the table shows that the students have very good scores in analytical exposition text because the students could write the essay test by the topic criteria that have been determined by the researcher. From this result, the students have perceptional intervals are very good, good, fair, and poor scores to analyze the resulting test the students.

b.   The student with Very Good Score

The students that have category very good score in the result of the essay test, 7 students have very good score test they are AW, AP, APAS, K, DSP, ASR and OM with interval 80-100 point.

c.   The student with Good Score

The students that have category good score in the result of the essay test, 7 students have good score test they are ADF, PS, MRF, RAZ, MREA, NAZ and AJ with interval 60-79 point.

d.   The student with a Fair score

The students that have category fair scores in the result of the essay test, 2 students have fair score test they are ADA and MRA with interval 50-59 points.

e.   The student with Poor Score

The students that have category poor score in the result of the essay test, 3 students have poor score test they are ADS, AM and ZNC with interval 0-49 points

4.1.2 The Result Test based on the Indicator Structural

They are the result of students' achievement in writing analytical exposition text based on the indicator generic structure.

Chart 2

The Result Test based on the Indicator Structural

Rubric Score based on Indicator Structural

	Thesis	Argument	Reiteration
Student	12	9	5

Generic Structure
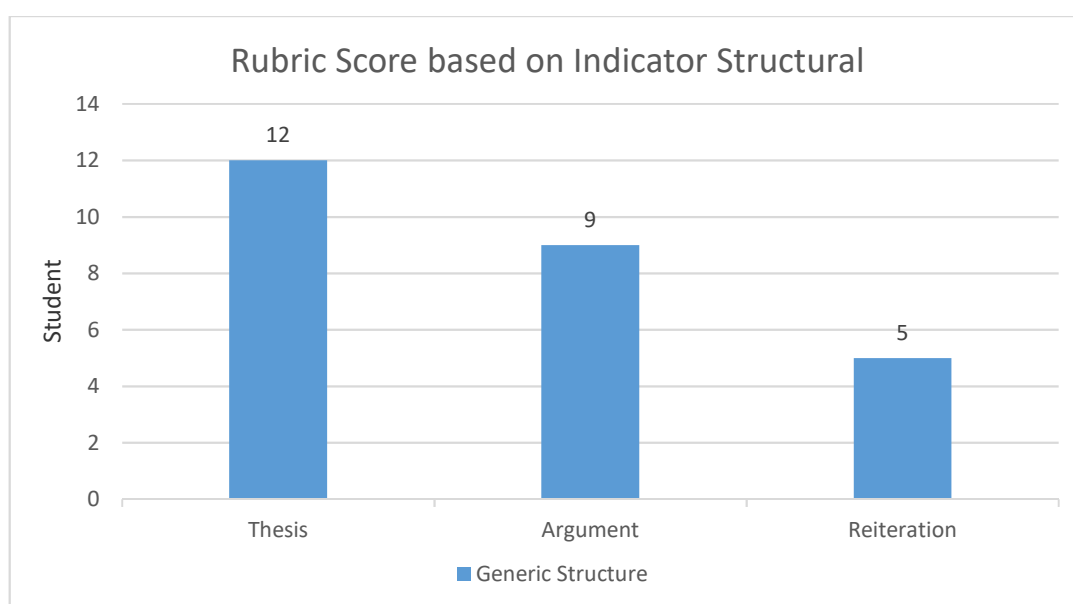
a)   Thesis: Based on the research of 19 students, there are 12 students whose thesis scores are high with a score of 100.

Thesis	" Jerome Polin Sijabat is a Youtuber, internet celebrity, and Indonesian businessman. Jerome is known for starting a Youtube channel called Nihonggo Mantappu and shares his personal life as an Indonesian student in Japan. Jerome is a highly educated and educated person. After graduating from SMAN 5 Surabaya, he continued his education at Waseda University majoring in Mathematics. In his hometown, he is indeed known as an intelligent and outstanding student."

Based on the writing of the text above, it can be seen that the elements of the thesis in the analytical exposition text have met the requirements marked by the presence of indicators for the preparation of the thesis, namely the main idea in the thesis statement is stated very clearly that based on the topic, stating the writer's position about of the text and topic is specific.

b) Argument: Based on the research of 19 students, there are 9 students whose thesis scores are high with a score of 95.

Argument	" Besides education, Jerome often motivates his followers. He is an influencer who always gives positive encouragement and inspiration. One example of Jerome Polin's motivational words is 'Stop comparing yourself to others. Jerome reminds us that everyone has their strengths and weakness. Jerome became one of the two

	recipients of the Mitsui Bussan scholarship in 2016. Not only academic achievement, but Jerome also has talent in other fields. He is good at singing, playing piano, basketball, and also soccer.

Based on the writing of the text above, it can be concluded that the indicators for the argument section are an analytical exposition text are met. it can be seen that the text has one topic sentence that is related to the thesis, has supporting details that are related to the topic sentence, and development and support each point argument.

c)   Reiteration: Based on the research of 19 students, there are 5 students whose thesis scores are high with a score of 95.

Reiteration	" As an achiever, Jerome cares about the condition of education in Indonesia. Jerome aspires to become a Minister of Education who can advance Indonesian education for the better. Since childhood, this 22-year-old man has loved mathematics because of his love for mathematics. He also created a Youtube channel. He hopes that his love of mathematics can be transmitted to others."

Based on the writing of the text above, it can be concluded that the indicators of the reiteration that compose the analytical exposition text have represented the indicator elements, namely restated the thesis or writer's position with different ways from the thesis statement, having a good conclusion that mentions briefly that related to the topic and reiteration does not have any new additional material about the topic.

4.1.3 The Result Test based on the Category

There aee the score of students' achievement in writing analytical exposition text based on the rubric score in the classification category.

Chart 3

The Result Test based on the Category
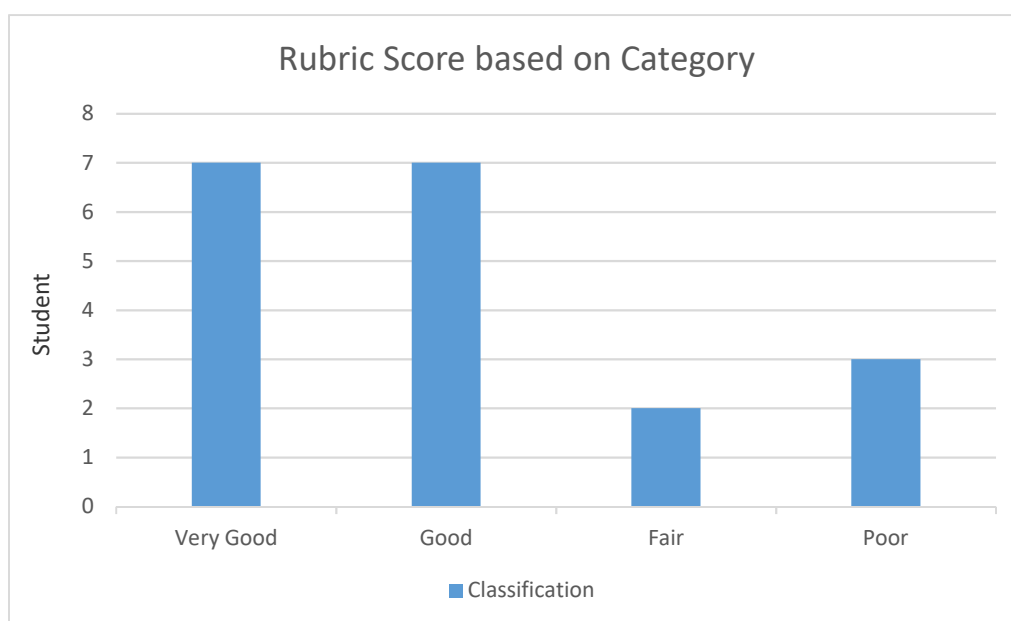
a)   Very Good: The 19 students that have category very good score in the result of the essay test, 7 students have a very good score. This can happen

because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score.

b) Good: The 19 students that have category good score in the result of the essay test, 7 students have a good score. This can happen because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score.

c) Fair: Of the 19 students that have category fair scores in the result of the essay test, 2 students have a fair score. This happens because these 2 students are quite capable of compiling complete indicators in analytical exposition text where the thesis, argument, and reiteration sentences are structured and according to the standard writing rubric score, although not so perfect as the thesis statement but not mentioned clearly or the argument does not have enough supporting points.

d) Poor: The 19 students that have category poor score in the result of the essay test, 3 students have a poor score. This happened because 3 students did not compile the completeness of indicators in the analytical exposition text where the thesis, argument, and reiteration sentences were incomplete and did not match the standard writing rubric score such as didn't mention topic and opinion, or argument does not have supporting point and reiteration have an unclear conclusion.

4.1.4 Result Analysis Indicator The Test

The researcher analyzes the result of the test. There are 3 indicators in the writing test that is thesis, argument, and reiteration. Based on the indicators, the student gets the point as follows:

Table 2
The distribution of writing analytical exposition text

Score	Level	Frequency	Percentage (%)
80-100	Very good	7	36,8%
60-79	Good	7	36,8%
50-59	Fair	2	10,6%
0-49	Poor	3	15,8%
Total		**19**	**100%**

From data above, it showed that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

4.2   Discussions

The result of the test to 19 students of the eleventh-grade students of SMAN 8 Jambi showed that students have a very good category in writing analytical exposition text tests. In general, from the result of the student's test score, the students got perception interval 80-100 with 7 students which means the students are very good at writing essay tests about analytical exposition tests.

In the previous chapter that has been mentioned, there are 3 aspects in the analytical exposition test, they are thesis, argument, and reiteration. And there is a

perception interval with score and category which determines the category of the result of the student writing test. Based on the findings, it can be seen that the student's ability to write analytical exposition text and understanding about aspect consist of the 19 students that have category very good score in the result of the essay test, 7 students have a very good score.

This can happen because these 7 students can compile the completeness of indicators in analytical exposition text where the thesis, argument, and reiteration sentences are arranged and according to the standard writing rubric score. category fair score in the result of the essay test, 2 students have a fair score. This happens because these 2 students are quite capable of compiling complete indicators in analytical exposition text where the thesis, argument, and reiteration sentences are structured and according to the standard writing rubric score, although not so perfect as the thesis statement but not mentioned clearly or the argument does not have enough supporting points.

The category poor score in the result of the essay test, 3 students have a poor score. This happened because 3 students did not compile the completeness of indicators in the analytical exposition text where the thesis, argument, and reiteration sentences were incomplete and did not match the standard writing rubric score such as didn't mention topic and opinion, or argument does not have supporting point and reiteration have an unclear conclusion.

In conclusion, in writing analytical exposition text, the students have to get the meaning from the text. This process involved the students' background knowledge about the topic of the text. The students begin to construct meaning by

relating what they know to the new information in the text. The students must be starting write the analytical exposition text with three indicators that is thesis, argument, and reiteration. When they got a problem in doing it, they formulate the problem, gather the data by writing the text and after that, they analyze the data to conclude. In the teaching process, the teacher helps it to make the process of understanding the text easier.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research focused on analyzing students' achievement in writing analytical exposition text at the eleventh grade of SMAN 8 Jambi. The main problems of this research are the student's lack of vocabulary, laziness in writing a long text, and the researcher needed to know students' achievement in writing analytical exposition text.

Based on the research result, the researcher found that there were 7 or 36,8% of the students who got a very good and good score. It means that there were students who got a standardized score from their test. 2 or 10,6% is for the students who got a fair score. And the last, 3 or 15,8% for the students who got the poor score. It means that there were students who suggest retaking or considered failing the test.

The student with very good score category of the result is AW, AP, APAS, K, DSP, ASR, and OM with intervals of 80-100 points. The students that have category good score in the result of the essay test, 7 students have good score test they are ADF, PS, MRF, RAZ, MREA, NAZ and AJ with interval 60-79 point.

In conclusion, in writing analytical exposition text, the students have to get the meaning from the text. This process involved the students' background knowledge about the topic of the text. The students begin to construct meaning by relating what they know to the new information in the text. The students must be

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starting write the analytical exposition text with three indicators that is the thesis, argument, and reiteration.

5.2 Suggestion

With regards to this research, the researcher proposes some suggestions for the English teacher, the student, and another researcher as follows.

a. For English Teacher

The teacher should provide a brief understanding of the material and learning methods that will be used when learning English begin so that students will be better prepared and understand their learning.

b. For the Student

The students should focus more on learning English, especially in analytical exposition text, as well as know strategies to improve students' writing achievement and get the score better from before.

c. For the Other Researcher

The Researcher should focus only on students' achievement in writing analytical exposition text. To know the problem in writing analytical exposition text and can make a strategy in online learning to analysis score of the student's achievements.

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APPENDIX 1

Rubric Score Of Analytical Exposition Text

THESIS	
Score	**Criteria**
Very Good 80-100	1. The main idea in this thesis statement is stated very clearly that based on the topic 2. Stating the writer's position about the topic of the text 3. Topic is specific
Good 60-79	1. The thesis has a thesis statement that related to the topic 2. Stating the writer's position about the topic 3. Having wide topic and opinion
Fair 50-59	1. The thesis has a thesis statement but is not mentioned clearly 2. Indicate writer's position 3. Having wide topic and opinion
Poor 0-49	1. A thesis statement is not clear or the thesis statement is not related to the topic 2. Didn't mention topic and opinion
ARGUMENT	
Score	**Criteria**
Very Good 80-100	1. Have one topic sentence that related to the thesis 2. Have supporting detail that is related to the topic sentence 3. Develop and support each point argument
Good 60-79	1. Have one topic sentence that related to the thesis 2. Have supporting detail that related to the topic sentence 3. Develop each point argument
Fair 50-59	1. Have one topic sentence 2. Have supporting detail that related to the topic sentence 3. The argument does not have enough supporting point
Poor 0-49	1. Have one topic sentence but it is not related to the thesis statement 2. Have supporting detail but not related to the topic sentence 3. The argument does not have a supporting point
REITERATION	
Score	**Criteria**
Very Good 80-100	1. Restated the thesis or writer's position differs from the thesis statement 2. Having a good conclusion that mentions briefly that related to the topic 3. Reiteration does not have any new additional material about the topic
Good 60-79	1. Restated the thesis or writer's position differs from the thesis statement

	2.	Have a conclusion that related to the topic
	3.	Reiteration does not have any new additional material about the topic
Fair 50-59	1.	Restated the thesis or writer's position that similar
	2.	Have a good conclusion that related to the topic
	3.	Reiteration does not have any new additional material
Poor 0-49	1.	Restated the thesis and writer's position but not related to the topic
	2.	Reiteration have an unclear conclusion
	3.	Mention or add any new material in reiteration.

Source : Rosenwasser (1997) in Atikah Wati (2018)

APPENDIX 2

Test Description

Please write an Analytical Exposition Text based on the following criteria:

1. **Choose one of the topics below:**

    a. **My activity during a covid-19 pandemic**

    b. **All about my favorite influencer in socmed**

    c. **My best friends**

2. **The analytical exposition text should be at least 3 paragraphs and 200 words at all.**

3. **The analytical exposition text should be consist of generic structure and language features below**

Generic Structure:

A) Thesis: In this section, the author introduces the main topic or idea that will be discussed. The thesis is always presented in the first paragraph of the analytical exposition text.

B) Argument: In this section, the author presents arguments or opinions to support the author's main idea.

C) Reiteration/Conclusion: In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called the conclusion of the entire text. Reiteration is always presented in the last paragraph of the analytical exposition text.

The Result of Test

MY FAVORITE INFLUENCER

Jerome Polin Sijabat is a YouTuber, internet celebrity, and Indonesian businessman. Jerome is known after starting a YouTube channel called Nihonggo Mantappu who shares his personal life as an Indonesian student in Japan. Jerome is a highly educated and educated person. After graduating from SMAN 5 Surabaya, he continued his education at Waseda University majoring in Mathematics. In his hometown, he is indeed known as an intelligent and outstanding student.

Besides education, Jerome often motivates his followers. He is an influencer who always gives positive encouragement and inspiration. One example of Jerome Polin's motivational words is 'Stop comparing yourself to others'. Jerome reminds us that everyone has their own strengths and weaknesses. Jerome became one of the two recipients of the Mitsui Bussan scholarship in 2016. Not only academic achievement, Jerome also has talent in other fields. He is good at singing, playing piano, basketball, and also soccer.

As an achiever, Jerome really cares about the condition of education in Indonesia. Jerome's aspiration is to become a Minister of Education who can advance Indonesian education for the better. Since childhood, this 22-year-old man has loved mathematics because of his love for mathematics. He also created a YouTube channel. He hopes that his love of mathematics can be transmitted to others.

100

95

90

Thesis : 100
Argument : 95
Reiteration : 90

$$Gs.q = \frac{Tq + Aq + Rq}{3}$$

$$= \frac{100 + 95 + 90}{3}$$

$$= \frac{285}{3}$$

$$= 95$$

Very Good

My Daily Activities During The Covid 19 Pandemic

I am a high school student in class XI IPA 2 SMA N 8 Jambi. In March 2020, schools were closed due to the Covid-19 virus attacking all over the world. because the pandemic lasted more than 3 months the school system then changed to an online system. so learning activities during the pandemic are only through mobile phones using the Zoom Meeting application and Google Classroom.

45

My daily activities during the pandemic were online schooling, doing schoolwork in Google Classroom, then playing a lot of Tiktok, reading my favorite books and also helping my parents at home such as washing dishes, sweeping and cooking.

85

During the pandemic, I relax and play more, but the positive thing is that it helps parents at home.but online school makes me not excited because I miss my friends at school, play together and hang out together after school.

50

So, my daily activities during the pandemic are quite productive but boring. I hope the pandemic will end soon and I can do outdoor activities with my friends again.

Thesis : 85
Argument : 85
Reiteration : 50

$$65.9 = \frac{85 + 65 + 50}{3}$$
$$= \frac{220}{3}$$
$$= 73.3 \quad \boxed{Good}$$

my daily activities during the covid 19 pandemic

50

I study at SMA N 8 Jambi. I'm currently in class XI IPA 2. now there is a covid 19 outbreak in the world. this has an impact on my school turning into an online school.

60

I like this online system, because it means I don't have to get up early and rush to take a shower and go to school which means I'm often stuck in traffic at a red light. but unfortunately I didn't get any pocket money. the cost of the quota for online schools is quite large until finally there is a student quota program. My activities other than online school are just playing online games with my friends and this is very fun. I always managed to be in the top 3 in every game. but schoolwork while online is quite a lot and takes up my time. many tasks that I do not understand. Besides that, I also help my younger brother who is affected by online schooling more. I helped him study and make elementary school children's homework assignments. Sometimes I help my father sell at the Angso Duo market.

40

During this pandemic I have quite a lot of positive activities, but often I feel lonely. rarely meet friends and joke makes me miss them

Thesis : 50

Argument : 60

Reiteration : 40

$$65.9 = \frac{50 + 60 + 40}{3}$$

$$= \frac{150}{3}$$

$$= 50 \quad \boxed{Fair}$$

Why is Social Distancing important during Corona Pandemic?

50
40
30

  As cases of coronavirus disease or COVID-19 continue to spread like wildfire across the globe, the term social distancing seems to be flooding news and social media feeds. It is done by keeping a safe space about 1.5 meters between yourself and other people who are not from your household. Then, why is social distancing important? When someone coughs or sneezes, they spray small droplets from their nose or mouth which may contain the virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person coughing has the disease, even if they do not feel sick. The best way to fight the spread of the virus is to stay at home, be away from your friends, and socialize online. Physically distancing is critical to try and limit the spread of COVID-19. The rationale behind social distancing is to try and avoid a huge spike in COVID-19 cases that will put too much strain on our health care system all at once. If everyone gets sick at the same time, hospitals will be overwhelmed, and won't have the capability to provide the necessary treatment for everyone. As discussed above, it is clear that social (physical) distancing is important because it can effectively break the transmission chain if we continue to limit our physical interactions with others during the coronavirus pandemic.

Thesis : 50
Argument : 40
Reiteration : 30

$$Ave. = \frac{50 + 40 + 30}{3}$$

$$= \frac{120}{3}$$

$$= 40 \quad \text{(poor)}$$

FIGURES

SURAT KETERANGAN

Nomor : 422/009/SMA.8-2022

Yang bertanda tangan di bawah ini, Kepala sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama	:	Rahmayani Zain
NIM	:	1700888203015
Program Studi	:	Pendidikan Bahasa Inggris
Maksud	:	Permohonan Izin Penelitian
Judul	:	**"STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT AT ELEVENTH GRADE OF SMA N 8 JAMBI".**

Berdasarkan surat permohonan izin Penelitian nomor: 106/UBR-01/B/2021 tanggal 20 Desember 2021 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Observasi di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tanggal 11 Januari 2022
Kepala

FETMAGOHATI, M.Pd
NIP. 19650627 199003 2 002

YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667069

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

NOMOR 46 TAHUN 2022
Tentang
DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

Membaca	:	Surat Ketua Program Studi Pendidikan Bahasa Inggris tanggal 10 Februari 2022 tentang Usulan perpanjang masa skripsi.
Menimbang	:	a. Bahwa penulisan skripsi oleh para mahasiswa perlu diarahkan dan dibimbing oleh para tenaga edukatif baik dari segi teknis maupun dari segi materi.
		b. Bahwa untuk maksud tersebut pada huruf (a) perlu penunjukan oleh Dekan, yang ditetapkan dengan Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang Nomor 14 tahun 2005 tentang Guru dan Dosen
		2. Undang-Undang Nomor 12 tahun 2012 tentang Pendidikan Tinggi
		3. Peraturan Pemerintah Nomor 4 tahun 2014 tentang Penyelenggaran Pendidikan Tinggi dan Pengelolaan Pendidikan Tinggi
		4. Akta Pendirian Yayasan Pendidikan Jambi Nomor 9 Tanggal 12 Mei 1977 yang telah diubah dan disempurnakan dengan Akta Nomor 17 Tahun 2010 dan Keputusan Menkumham RI No. AHU-4482.AH.01.04 tahun 2010 tentang Pengesahan Yayasan
		5. Surat Keputusan Pimpinan Yayasan Pendidikan Jambi Nomor Tahun 2017 tentang Pengangkatan Pejabat Rektor Universitas Batanghari Periode 2017-2021
		6. Surat Keputusan Rektor Universitas Batanghari Nomor 45 Tahun 2018 tanggal 7 Juli 2018 tentang Pemberhentian dan Pengangkatan Pejabat Wakil Rektor, Dekan, Kepala Biro, Perpustakaan, Lembaga dan Badan di Lingkungan Universitas Batanghari

MEMUTUSKAN

Menetapkan	:	Bahwa terhitung tanggal 20 Januari 2022 s/d 20 Juli 2022 menunjuk saudara :

1. Khidayatul Munawwarch, M.Pd
2. Nurul Fitri, S.S. M.Hum
Masing-masing sebagai Pembimbing I dan II skripsi dari mahasiswa di bawah ini.

NAMA	NIM / PRODI	JUDUL SKRIPSI
RAHMAYANI ZAIN	1700885203015 Pendidikan Bahasa Inggris	STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT AT ELEVENTH GRADE OF SMA N 8 JAMBI

Dengan ketentuan apabila waktu yang telah ditentukan tidak dilaksanakan sebagaimana mestinya maka Surat Keputusan diperbaharui.

DITETAPKAN DI : JAMBI
PADA TANGGAL : 16 Februari 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Tembusan
1. Rektor Unbari
2. Wakil Rektor I Unbari
3. Yang bersangkutan untuk diketahui dan dilaksanakan.
4. Arsip.