

**AN ANALYSIS IN WRITING ANALYTICAL EXPOSITION AT
ELEVENTH GRADE STUDENTS' OF SMAN 8 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Language Education**



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DECLARATION

I certify that this thesis is certainly my own work. 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.

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MOTTO

If you are born poor it's not your mistake, but if you die poor it's your mistake.

Bill Gates

DEDICATION

I dedicate this thesis to my beloved parents, Yuyun and Zulkifli, who meant and still means so much to me, who brought me up, loved me, and taught me everything. Thank you for being patient and not pressing me to do this thesis and also for believing me that I can finish everything well. Thank you for the help given to me.

This work is also dedicated to someone who always ready when I need, M Dwi Saputra, who always listens to my complaints when I'm tired of all the affairs on campus, especially this thesis. Thank you for encouraging me when I was desperate. You are means a lot for me. Let's make our dream come true.

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ABSTRACT

Zulfi, Nabila Millenia. 2021. **An Analysis In Writing Analytical Exposition At Eleventh Grade Students' Of SMAN 8 Jambi City.** . Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, University Of Batanghari, Jambi, 2021. First Advisor: Dra. Hj. Wennyta, M.Pd. and Second advisor: Yanti Ismiyati, M.Pd.

This study focuses on the students' ability in writing analytical exposition texts in second grade at SMAN 8 Jambi City in the academic year 2020/2021. This study aims to determine the students ability in writing analytical exposition text in terms of the structure of the analytical itself, namely Thesis, Argument, and Reiteration. The purpose of this research is to see the students' ability in writing analytical exposition text. This research was conducted at SMAN 8 Jambi City. The researcher used a descriptive qualitative method by taking the sample used simple random sampling and then obtained XI IPS 2 with the total number of 36 students as subject of the research. The instrument used is writing test based on the topic that has been determined by the researcher. In this study the researcher used an assessment rubric adapted from the Hamp-Lyons theory used by a team of assessors who are experts in the field of writing. The result of this study showed the students' ability in writing analytical exposition text were: 6 students get very good criteria, 14 students get good criteria, 10 students get adequate criteria, and 6 students get poor criteria. This means, most of the XI IPS 2 at SMA N 8 Jambi City students got "good" criteria in writing Analytical Exposition Text. Therefore, students have to pay attention to their writing skills and all criteria that must be met to make good writing.

Keywords: Analytical exposition, Writing test, Writing ability.

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The writer would like to thank God for his blessings and graces because of which she able to complete the thesis about “An Analysis In Writing Analytical Exposition At Eleventh Grade Students’ Of SMAN 8 Jambi City” on time. This thesis is submitted as partial fulfillment of the requirements for the degree of sarjana pendidikan in English Language Education.

The writer knows that without the support of others, she cannot complete this thesis. The writer has received a lot of support from a lot of people in writing this thesis, and it would be difficult to list all of them. Nevertheless, she wishes to express her deepest gratitude and appreciation to:

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2. Her parents for always encouraged her and wait patiently for her to graduate.
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Finally, the writer is well conscious that this work has several weaknesses. The writer sincerely believed that the readers could review and recommend to improve the quality of the thesis.

Jambi, June

2021

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The development of the 2013 curriculum requires students to have the ability to think and act productively and creatively. Permendikbud 59 of 2014 describes that the 2013 curriculum is centered on student and interactive learning patterns. The 2013 curriculum was developed by improving individual and group learning patterns while still paying attention to the development of the special potential of each student. One of them is the ability of students to write various kinds of texts in learning English. In accordance with the basic competencies of English subjects that must be mastered by senior high school students in class XI, namely writing Analytical Expositions, Invitation Letter, Reports on Observations, Complex Procedures, and Coherent Negotiations, in accordance with the characteristics of the text to be produced in writing.

There are four language skills that every student must have as a result of learning. The four types of skills are listening, speaking, reading, and writing. The four language skills are related to one another. One aspect of language learning in schools that has an important role is writing skills. Writing is a creative activity that uses spoken language into written form. Writing as a language skill requires a process of transferring thoughts into written form. Writing, as a productive skill, requires a great degree of accuracy. Many language teachers agree that writing is in many ways the most difficult language skill to learn in comparison to other language skills (Hyland, 2003).

Writing is one of the productive language skills. Writing is an activity that connects one's thoughts and even feelings in expressing ideas. In writing, habits and practice are the most important keys to achieving success in writing well and correctly. Writing skills cannot be obtained instantly but must be practiced continuously. Richards and Renandya (2002) state that “writing is the most difficult skill for second language learners to master.” It means that writing is one of skill for that needed extra times to be able for mastering it deeply.

Writing is also one of the activities that students must face in the learning process. Writing skills are a person's ability to compile and use written language properly and correctly. Development of writing skills does not take place automatically. A person who wants to be skilled at writing requires regular learning and practice, especially in writing an exposition text.

Writing ability is a complex ability, which requires a number of abilities and skills. This is because writing has an important role in indirect communication.

Based on one of the materials in the eleventh grade textbook, namely Analytical Exposition Text, the researcher is interested to doing research about the material. The researcher conducted the research at SMAN 8 Jambi City to the students of eleventh grade. The researcher wants to know how eleventh grade students achievement in writing Analytical Exposition.

In the current pandemic situation, teaching and learning activities cannot be carried out in schools. The government requires students to continue studying at home through learning applications, one of the applications is Google Classroom Application. It is not easy to carry out teaching and learning activities

only relying on applications, of course there will be many negative impacts from teaching and learning activities.

Based on the observation conducted by the researcher in SMAN 8 Jambi City at eleventh grade student on 10 August 2020, the research found many problems faced by students were related to writing skill. Most of them were unable to fulfill the requirement. This condition appeared in several indicators. One of the factors was caused by the teacher never used certain method or media to make the students interested in writing, there was no variation in teaching writing. When they were obliged to write, the students had not enough ideas to write down. Or even worse, they lost their ideas and did not know what to write.

As explained above, that was found the main problem that the researcher found. Many students did not write complete organization of analytical exposition text. The teacher had exposed the students with examples of analytical exposition text and practiced them in identifying the generic structure of the text including thesis, arguments, and reiteration. Unfortunately, even though they succeeded in identifying the generic structures in the text samples, they failed writing complete organization of analytical exposition text in their writing task.

Based on the explanation above, the researcher wants to analyze how students in writing Analytical Exposition Text. So the researcher is interested in conducting a research entitled “An Analysis In Writing Analytical Exposition At Eleventh Grade Students’ Of SMAN 8 Jambi City”

1.2 Identification of the Problem

On the background of the interpretation outlined above,

1. The students have not good enough in writing English text.
2. The students have not good enough comprehension in exploring and expressing their ideas.
3. The high quality or the strong internet connectivity needed on online course with virtual teacher and classmates.

1.3 Focus of the Research

In conducting the research, the researcher limits the research at the eleventh grade students of SMAN 8 Jambi City. The researcher focuses on the students' ability in writing Analytical Exposition of SMAN 8 Jambi City in Academic Year 2020/2021.

1.4 Formulation of the Problem

On the basis of the background above, the research problems can be formulated as follow:

How are the students' ability in writing Analytical Exposition Text?

1.5 Objective of the Research

In relation to the problem statements above, the specific objective of the research as follows:

To analyze students' abilities in writing Analytical Exposition Text

1.6 Significance of the Research

The researcher hopes that the result of the research will be useful to the students, teachers, researchers, and even to school.

a. For the Students

It may motivate students to increase their writing class, so that they will have a good skill and knowledge in Analytical Exposition Text writing. Besides, the students are more interested when teacher uses Google Classroom Application as teaching media on writing skill.

b. For the Teachers

They can use the result of this study as a new reference if they want to increase their students in teaching Analytical Exposition Text writing.

c. For the School

The result of this research can give a new way in teaching learning process at senior high school.

d. For the Researcher

This research can be a reference for them in conducting research with the same topic.

1.7 Definition of Keyterms

A. Writing Skill

According to Mayers (2005) writing skill is a way to produce a language which does naturally when you speak. Writing is not much different; except that you take more time to think about your subject, the person, or people we would be discussing it with. Writing skills include all the knowledge and abilities related to expressing ideas through the written world. Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills.

B. Analytical Exposition Text

According to Anderson (1997), analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Writing

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signs on a surface. Writing is functional communication, making learners possible to create imagined worlds of their own design, it means through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

According to Nunan (2003) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraphs clearly. Essentially the process of writing involves creating a text that author assume the reader will recognise and expect. Texts are created in terms of how their authors understand reality, in turn, these understanding are influenced by their membership of social group. Hyland (2002) said that writing has developed through increasingly sophisticated understandings of context. We recognize that meaning is not something that resides in the words we write and send to someone else, but is created in the interaction between writer and reader as they will make sense of these words in different ways, each trying to guess the intentions of the other.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider

to coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.

From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2.2 The Purposes of Writing

Writing is an activity to pour someone's thoughts, ideas and feelings in written form. According to Raimes (1983), the purpose of writing are to communicate with readers, to express ideas without the pressure of face to face communication, to explore subjects, and to record experiences.

There are four purposes of writing based on the types of writing in English language learning. Those are:

- 1) To inform a reader. The writer can share knowledge or information, give direction and state ideas to others. Informative writing involves describing events or experience, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something important to the reader.
- 2) To entertain or instruct through creative literature such as stories, novels and poems.

- 3) To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
- 4) To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the flow of purposes: *What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?*

2.3 Genres of Writing

According to Brown (2004), there are three main genres of writing:

1. Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.
2. Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
3. Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calender entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, imigration document, diaries, personal journals, fiction.

2.4 The Assesment of Writing

According to Hyland (2003) there are three scoring methods in assessing writing; holistic, analytic, and trait-based scoring methods. Some scholars assume

trait-based scoring method as a part of the analytic scoring method (Weigle, 2002), but the trait-based scoring model is clearly different from the analytic scoring method, in that it provides a clear picture of the basic genre requirements rather than vague descriptors often found in the analytic scoring model (Hyland, 2003).

1) Holistic Scoring

In holistic scoring, each text is read quickly and judged according to a scoring rubric that describes the scoring criteria. A rater assigns a single score to a text based on the overall impression of the text (Hyland, 2003; Weigle, 2002). This scoring method reflects the idea that writing is a unidimensional entity and can be captured by a single scale which integrates the inherent qualities of the writing (Hyland, 2003).

There are some advantages of holistic scoring (Hyland, 2003; Weigle, 2002; White, 1984). First, it is faster and less expensive since the text is read only once quickly and assigned a single score. Also, it focuses on the strength of the writing, not on the deficiencies, by emphasizing what the writer can do well. Finally, it is more valid than analytic scoring method because it reflects the reader's whole reaction, not focusing on too many details as in the analytic scoring methods. Homburg (1984) claimed that holistic evaluation of ESL compositions, with training to familiarize readers with the types of features present in ESL compositions, can be considered to be adequately reliable and valid.

2) Analytic Scoring

In analytic scoring, texts are read more than once, each time focusing on several different categories which are considered to be features of good writing.

Therefore, it provides more specific, detailed information about the different aspects of writing.

The primary advantage of analytic scoring is that it can provide more useful diagnostic information about students' writing abilities. In addition, it is more useful in rater training because inexperienced raters can understand and apply the criteria more easily. The analytic scoring is also proper for ESL writers who show an uneven profile across different aspects of writing. Finally, it is more reliable than holistic scoring because writers get several scores for several different categories (Hyland, 2003; Weigle, 2002). One of the disadvantages of analytic scoring is that it takes longer time, and thus costs more money than holistic scoring. Also, descriptors may overlap or be ambiguous. In addition, if scores on the different scales are added to make a composite score, a good deal of the information provided by the analytic scale is lost. Most seriously, however, the analytic scoring has the danger of the halo effect where results in rating one scale can influence the rating of others.

3) Multiple-Trait Scoring

In the multiple-trait scoring, raters provide separate scores for different writing features as in the analytic scoring. However, the difference with the analytic scoring is that the writing features that are assessed are related to the specific assessment task. Multiple-trait scoring is based on the context for which the scoring is used, and is developed with a specific purpose of a specific writing context (Hamp-Lyons, 1991). Thus, it can be said that multiple-trait scoring treats writing as a multifaceted construct which is situated in particular contexts and purposes, so "scoring rubrics can address traits that do not occur in more general

analytic scales” (Hyland, 2003, p. 230). It is very flexible as each task can be related to its own scale with scoring adjusted to the context, purposes of each genre.

Multiple-trait scoring can be an ideal compromise by teachers since it judges a text based on the writing features, while at the same time considering the specific writing task in the classroom. Therefore, it can provide rich data that can be used for remedial action and for course content. However, multiple-trait scoring requires enormous amount of time to devise and administer. One way of handling this can be to modify a basic “Content, Structure, Language” analytic template to the specific demands of each task. One more problem is that even though traits are task-specific, teachers may still depend on traditional general categories in their scoring rather than using genre-specific traits (Hyland, 2003).

Hamp-Lyons (1991) who suggested the multiple-trait scoring for the first time identified six advantages of multiple-trait instruments:

1. **Saliency:** features which can be assessed can be determined by different writing contexts whose focuses on writing qualities are different
2. **Reality and community:** the scoring is based on the readers’ compromise on the construct of what writing is.
3. **Reliability:** multiple-trait scoring enhances the reliability of single composite number scores built from its components
4. **Validity:** multiple-trait scoring satisfies the construct and content validity since it reflects the accurate measurement of the behavior which defines the construct, and also the traits in the multiple-trait scoring derive from concrete expectations in the specific writing context.

5. Increased information: performance on different components of writing is assessed and reported.
6. Backwash: the increased accuracy and the details of the information provided by the multiple-trait scoring can bring about the positive effect on teaching.

2.5 Analytical Exposition Text

According to Anderson (1997), analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking.

2.6 Purpose of Analytical Exposition Text

1. To persuade the researcher or listener that there is something that, certainly, needs to get attention.
2. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

2.7 Process of Writing Analytical Exposition Text

a. Generic Structure

The generic structure of analytical exposition text has three components. They are thesis, arguments, and reiteration.

1. Thesis: Introduce a topic, outlines main idea or point of view to be presented (thesis statement). The writer must tell the reader about the main topic that he/she will write about. You can always find a thesis in the first paragraph of

text. In this section, readers can also see why the writer gives an opinion on the subject matter.

2. **Argument:** Provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3. **Reiteration/conclusion:** Restates the position, perhaps with some emphasis. This section is always located at the end of the text and is the closing paragraph of the writing. Reiteration contains reaffirmation of the writer position and opinion on the main topic.

b. **Language Features Analytical Exposition Text**

1. **Using Relational Process**

Relationships between and among leaders, workers, followers, partners, etc.

2. **Using Causal Conjunctions**

Causal conjunctions are conjunctions whose purpose is to explain the cause of something and its effects. Examples of causal conjunctions such as although, in case, as a result, in order, because, despite, and so on.

3. **Using Internal Conjunctions**

An internal conjunction is a conjunction that connects arguments between two clauses.

4. **Using Simple Present Tense**

Analytical Exposition text uses the simple present tense because the result of the researcher thoughts contained in the text are the results of current thoughts.

2.8 Previous Studies

1. (Arda,Dewi,Satria,2018) An Analysis of Students' Skill in Writing Analytical Exposition Text at Eleventh Grade of SMA Negeri 4 Tanjungpinang. The purpose of this research is to know the eleventh grade students' skill in writing analytical exposition of SMAN 4 Tanjungpinang as investigated by the researcher. This research belongs to descriptive qualitative research. There are no population and samples. Therefore, this study has participants were asked to write an analytical exposition text on the topic and they selected based on several options provided by the researcher. To analyze the data, the data were used scoring rubric for writing an analytical exposition text adapted from Brown (2004), Homp-Lyons (1994), Garrot and Wignel (1994). Most dominants aspects from students' very good achievement category until enough achievement category dealing with writing analytical exposition text is vocabulary, the precentage of 86%-100% means that the category is very good. Therefore, it can be concluded that the analytical exposition text at eleventh grade of SMA Negeri 4 Tanjungpinang in academic year of 2018/2019 the precenatage of 86%-100% means that has a good analytical exposition text.
2. (Sarah,Lorena,Tim,2013) The Challenges of Writing Exposition: Lessons From a Study of ELL and Non-ELL High School Students. The purposes of the study we describe here were to identify the challenges that English Language Learner and non-English Language Learner high school students in an urban public school district experience when composing in the genre of exposition, a genre considered to be central to advanced academic literacy; and to relate these challenges to characteristics of the writing they produce. We present a descriptive

inventory of the challenges these adolescents faced when composing in the genre of exposition and also compare the challenges that the 2 groups experienced both in relation to each other and in relation to characteristics of the writing they produced. Finally, we relate our findings to implications for improving writing instruction and assessment for adolescents.

3. (Hafidh, 2019) The Effectiveness of Using Google Classroom Application to Teach Writing Skill. The purpose of this study was to find out the students' effectiveness in writing skill using Google Classroom. The subject of this research was the Eleventh Grade Students of MAN 1 Sukoharjo . The research used quantitative method in the form of quasi-experimental pre test and post test design. There are two classes includes in the research achievement. The first is experimental class taught by using Google Classroom Application and the second is control class taught by using Textbook. After had conducted the research, the researcher got the results there is a significance difference on the students' writing skill between the students who are taught by using Google Classroom and those who are taught by using Textbook at the eleventh grade students of MAN 1 Sukoharjo in academic year 2019/2020.

From the three journals above, there are several differences and similarities with the researcher's thesis. For differences, there are different locations, times and techniques for collecting research data.

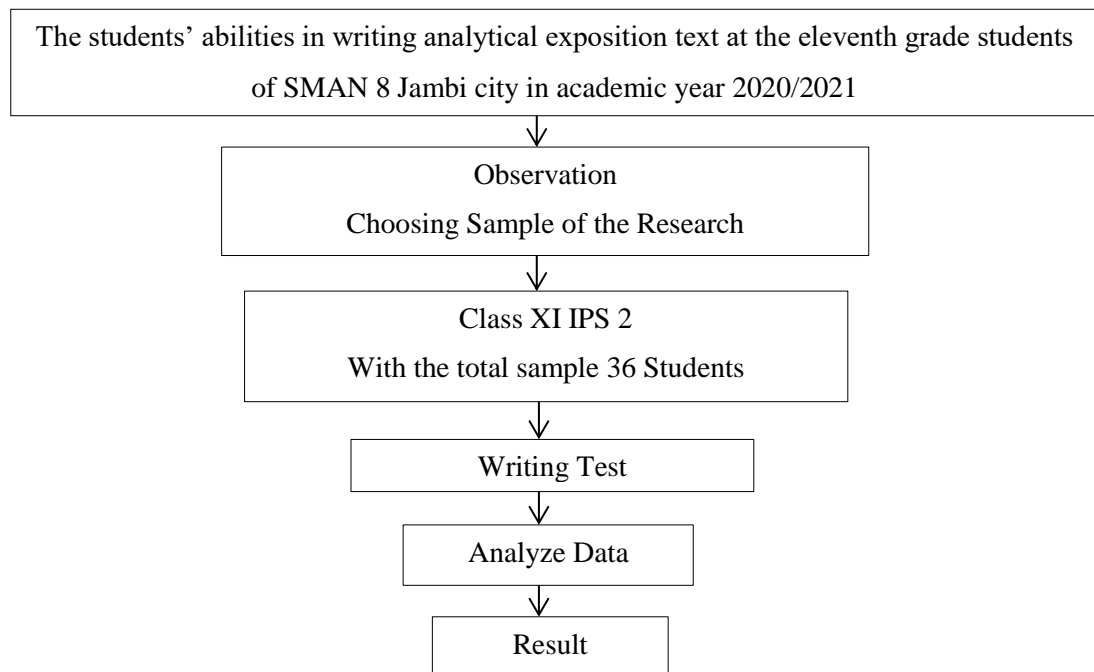
2.9 Conceptual Framework

Analytical exposition text is one type of text that is studied in Senior High Schools. Based on this, the researcher decided to conduct this research, which had two scientific questions, namely, how did the 11th grade students of SMAN 8

Jambi City make analytical exposition text based on a generic structure and language features. Researcher used descriptive qualitative research methods. This study focuses on the composition of the analytical exposition text made by class XI IPS 2 from SMAN 8 Jambi City. The purpose of this research is to know the eleventh grade students' skill in writing analytical exposition of SMAN 8 Jambi City as investigated by the researcher.

This following figure gives an overview of how this research is performed.

Figure 1.
Conceptual Framework



In this conceptual framework, these are methods that will applied. The researcher wanted to see then analyze the students' ability in writing analytical exposition text. Based on the observation, the researcher selects a sample of the research carried out by the cumulative of 36 students at the Eleventh Grade Students of SMAN 8 Jambi City. Eventually, the researcher analyzed the data and found the outcome of the research.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

The method in a research is very important, because the method is a way that researchers can obtain information in a research. Research method is a way to find, develop, and test the truth of knowledge scientifically based on the intended purpose and use. With the use of appropriate research methods, it is expected that the goals and objectives will be achieved properly. In addition, methods that are relevant to a research activity will support the success of the research.

According to Creswell, J. W. (2008) Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. This shows that research is a series of measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. This shows that research is a series of measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. In this research, the researcher used qualitative research methods. Qualitative research reveals people's values, interpretative schemes, mind maps, belief systems and rules of living so that respondent's reality can be understood. It means that qualitative research demonstrates the beliefs, evaluative structures, mind maps, social values and living laws of people such that the experience of the participant can be interpreted.

In accordance with the problem, the researcher believes that descriptive qualitative research it is the most suitable research method that the researcher will

conduct. The purpose of descriptive qualitative research is a detailed description of individual studies in everyday terms, events that individuals or groups of persons experience. This research has produced descriptive information in the form of written words and the nature of the individual could be analyzed. Gay (1992: 218) found out that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A qualitative study define and report on the way things are. Descriptive research is scientific research that describes about certain objects, phenomena or events, that is systematically dealing with that certain area or population.

It can be inferred from description above, that a qualitative descriptive research in this study, conduct in the state of nature and nature discovery. The researcher would like to describe, analyze and find a more credible source of data of the An Analysis In Writing Analytical Exposition At Eleventh Grade Students' Of SMAN 8 Jambi City.

3.2 Setting of the Research

The setting of the research is SMAN 8 Jambi City. SMAN 8 Jambi City is located in Jl. Masda Surya Dharma, Kota Baru, Jambi City.

The research was conducted in Class XI IPS 2 SMAN 8 Jambi City Academic Year 2020/2021 from August to October 2020.

3.3 Subject of the Research

The subject of this research were the Eleventh Grade of SMAN 8 Jambi City in academic year of 2020/2021. There were one class will be the

representative of eleventh grade in SMAN 8 Jambi City specifically XI IPS 2. The XI IPS 2 was chosen as random sampling to gain some specific purposes.

3.5 Research Instruments

An instrument is a method used to collect data. Gay and Anderson (2000:145) has suggested that the instrument is a tool used to gather data. Data is information that has already been obtained by the conducting of research. In this research, the researcher used writing test as the instruments to collect the data. The specification could be seen below.

3.6 Technique of Data Collection

To obtain the data that needed to support this study, the researcher used tests to collect data. According to Brown (2004) Test is a method for measuring or seeing a person's ability, knowledge, or performance in a particular domain, it's means using tests can measure the ability or know the person's level of understanding.

The researcher used writing test as the instruments to collect the data. First, the researcher gives a topic for students about "The Dangerous of Gadget for Kids" then the researcher asked the students to write analytical exposition text on paper ,then the students sent the results of their writing via google classroom. furthermore, the researcher will analyzed the results of their writing.

3.7 Technique of Data Analysis

In this research, which the technique of data analysis that the researcher conducted was descriptive qualitative research. Which the data obtained from writing test are described in the following:

1. The writing test with topic about “The Dangerous of Gadget for Kids” been given to be able to know students’ ability in write Analytical Exposition Text at the eleventh grade students of SMAN 8 Jambi City in academic year 2020/2021.
2. The data obtained from the writing test been analyzed to know the final score of the eleventh grade students of SMAN 8 Jambi City.
3. The researcher explained the finding of the writing test.
4. The researcher provided the conclusion and suggestion based on the result of the research.
5. The research used an assessment rubric of an analytical exposition text adapted from the Hamp-Lyons theory used by a team of assessors who are experts in the field of writing by combining with the generic structure of analytical exposition text as stated below to assess students’ writing and give the score for each of them.

Table 1**Thesis**

NO	Score Level	Category	Criteria
1	85-100	Very Good	<ol style="list-style-type: none"> 1. It has a thesis statement and main idea that related to the topic that stated very clearly. 2. It indicates the writer's position about the topic. 3. It has specific topic and opinion.
2	70-85	Good	<ol style="list-style-type: none"> 1. It has a thesis statement that related to the topic. 2. It indicates the writer's position about the topic. 3. Having broad topic and opinion.
3	50-70	Adequate	<ol style="list-style-type: none"> 1. It has a thesis statement but not clearly stated. 2. Didn't mention the writer's position about the topic. 3. Having too broad topic and opinion.
4	10-50	Poor	<ol style="list-style-type: none"> 1. It does not have a thesis statement or not related to the topic 2. The writer's position about the topic is not stated. 3. Having too broad topic and opinion.

(adapted from the Hamp-Lyons theory)

Table 2**Argument**

No	Score Level	Category	Criteria
1	85-100	Very Good	<ol style="list-style-type: none"> 1. Have one very clear topic sentence that is related to the thesis statement. 2. Have supporting details that are related to the topic sentence. 3. Supported by knowledge like definition, data, exemplification, and analysis.
2	70-85	Good	<ol style="list-style-type: none"> 1. Have one topic sentence that is related to the thesis. 2. Have supporting details that are related to the topic sentence. 3. Argument does not have enough supporting knowledge like definition, data, exemplification and analysis.
3	50-70	Adequate	<ol style="list-style-type: none"> 1. Have one topic sentence 2. Have supporting details 3. Argument does not have supporting knowledge.
4	10-50	Poor	<ol style="list-style-type: none"> 1. Have one topic sentence but it is not related to the thesis. 2. Arguments have unrelated supporting details.

			3. Argument does not have supporting knowledge.
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(adapted from the Hamp-Lyons theory)

Table 3
Reiteration

No	Score Level	Category	Criteria
1	85-100	Very Good	1. Restated the thesis or writer's position with different way from the thesis statement. 2. Have a brief conclusion that related to the topic. 3. Reiteration does not have any new materials or explanation about the topic.
2	70-85	Good	1. Restated the thesis or writer's position similar to the thesis statement. 2. Have a conclusion that is related to the topic. 3. Reiteration does not have any new material or explanation about the topic.
3	50-70	Adequate	1. Restated the thesis or writer's position but not related to the topic. 2. Reiteration does not have a conclusion 3. Mention new materials or explanation about the topic.
4	10-50	Poor	1. Reiteration do not restated the thesis or writer's position. 2. Reiteration does not have a conclusion. 3. Mention new materials or explanation about the topic or mention unrelated to the topic.

(adapted from the Hamp-Lyons theory)

Adapted from Hamp-Lyons (1994) by combining with the generic structure of analytical exposition text. The total score of students writing from each part of generic structure was obtained by using the following formula:

$$TS = \frac{T+A+R}{3}$$

TS = Total Score

T = The scores of students' Thesis

A = The scores of students' Argument

R = The scores of students' Reiteration

The total scores from the assessors was calculated in order to get the mean. After that the researcher calculated the percentage of the analytical exposition text for Thesis, Arguments, and Reiteration through the following formula below.

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

P = percentage of (thesis, argument, reiteration) written by students

F = frequency of students that got score for(thesis, argument, reiteration)

N = the total of the whole students (36 students)

Then, students writing was categorized into these categories (Hamp-lyons, 1992):

The rating qualities for students' writing

Score	Rating Qualities
86-100	Very Good
76-85	Good
61-75	Adequate
10-60	Poor

(adapted from the Hamp-Lyons theory)

Next, based on the data of students' score from each scorers, the researcher analyzed students' writing descriptively based on the categorization of their generic structure. The description of students' writing was explained spesifically so that the readers can understand and comprehend it easily.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this findings, the researcher presents the result of the research and the analysis of the data that were collected through writing test. The researcher took one classes XI IPS 2 at SMAN 8 Kota Jambi. The total numbers of the students were 36 students.

The researcher classified the writing skill into three aspects in the table; thesis, argument, reiteration. Based on students' score from three aspects in writing analytical exposition text, the researcher also found the most dominant aspects students made in writing analytical exposition text.

After analyzing the data of students' Analytical Exposition writing, the researcher knew some abilities on the students' in writing Analytical Exposition. There are characteristics/generic structure in writing Analytical Exposition Text.

4.1.1 Analysis Data

Table 4.

Final Result of Student's Writing Analytical Exposition Text

Score	Criteria	Frequency	Percentage
86 – 100	Very Good	6	16%
76 – 85	Good	14	38%
61 – 75	Adequate	10	27%
10 – 60	Poor	6	16%
	Total	36	100%

After analyzing data from student scores, the researcher concluded that the ability of students in writing Analytical Exposition is 11 students get very good criteria, 14 students get good criteria, 6 students get adequate criteria, and 5 students get poor criteria. Which means, most of the XI IPS 2 students got “good” criteria in writing Analytical Exposition Text.

Table 5.

Final result of the data Generic Structure

Generic Structure	Very Good	Good	Adequate	Poor	Total
Thesis	25%	27%	22%	25%	100%
Argument	19%	33%	33%	13%	100%
Reiteration	16%	44%	25%	16%	100%

1. Thesis

Table 6.

Description of Students' Thesis Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
86 – 100	Very Good	9	25%
76 – 85	Good	10	27%
61 – 75	Adequate	8	22%
10 – 60	Poor	9	25%
	Total	36	100%

The table shows that almost all of students have a good score in writing a thesis in the analytical exposition text. There are 9 students categorized into very good category, 10 students for good category, 8 students for adequate category, and 9 students categorized into poor category. Generally, from the percentage it can be seen the quality of students' thesis in writing analytical exposition text belong to the "good" category.

2. Argument

Table 7.

Description of Students' Argument Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
86 – 100	Very Good	7	19%
76 – 85	Good	12	33%
61 – 75	Adequate	12	33%
10 – 60	Poor	5	13%
	Total	36	100%

Based on the data above, it shows that the arguments paragraph for analytical exposition text written by the students in SMAN 8 Jambi City is in very good and good category. The data show that there are 7 students get very good category, 12 students get good category, 12 students get adequate category, and 5 students get poor category.

3. Reiteration

Table 8. Description of Students' Reiteration Paragraph of Analytical Exposition Text

Score	Criteria	Frequency	Percentage
86 – 100	Very Good	6	16%
76 – 85	Good	16	44%
61 – 75	Adequate	8	25%
10 – 60	Poor	6	16%
	Total	36	100%

Based on the data above, it shows that the reiteration paragraph for analytical exposition text written by the students in SMAN 8 Jambi City is in good category. The data show that there are 6 students get very good category, 16 students get good category, 8 students get adequate category, and 6 students get poor category. Generally, from the percentage it can be seen the quality of students' reiteration in writing analytical exposition text belong to the "good" category

After the researcher assessed the students' analytical exposition text and researchers analyze every part of their writing; thesis, argument, and repetition, it could be stated that it revealed the students' ability in writing analytical exposition text good for any part of the generic structure and language features. It was found that the quality of the general structure of the analytical exposition text written by second grade students at SMA N 8 Jambi City was in the good category. However, there are some problems in grammar, such as using inappropriate tenses, errors in vocabulary, diction, punctuation, and spelling mistakes.

a. The Generic Structure of the Students' Analytical Exposition Text Composition

In this part, the researcher describes the students' composition based on the text analysis. The generic structure of analytical exposition text consists of thesis, argument, and reiteration. Thesis introduces the topic which will be talked about. Then to support and criticize the topic, the students need to elaborate the evidence to convince the audience called argument. In this part, they develop and support each point/argument. The final section is the reiteration that restates their position. From the analysis of generic structure in the students' compositions,

there are four category; very good, good, adequate, poor . Here are the students' analysis of generic structure.

➤ Very Good Category

This is the example of good category made by student 7. She included all components of the generic structure of analytical exposition text in he's composition. The paragraphs were also showed logically sequenced and the transition of each paragraph was smooth enough. The writing result below presented paragraph logically sequenced or chronological generic structure.

1. Thesis

Firstly, it was showed by the thesis in the first paragraph. Student 7 included a good thesis statement to start the text by starting what the issue was and what her thought about it. The thesis introduced the topic of the text and showed the general opinion.

“Of course we all know what a gadget or smartphone is”

After starting the thesis, she gave preview of arguments that accompanied the thesis.

“Gadgets provide a lot of positive things, but also contain a lot of negative things, especially if the gadgets are played by children”

The first paragraph was started with problem that was focused, and then there were some reviews of arguments as the evidence.

2. Argument

The second generic structure was argument. In the arguments, student 7 composed a series of points with supporting evidence. The students gave evidence for all points of elaboration which are highly articulate and very well researched.

The series of argument strengthened the thesis stated before. In this example of analytical exposition text, paragraph 2, 3 and 4 were the detail argument presented in a reporting fact to support the dangerous of gadget for kids. That *“The first danger posed by gadgets for children is that radiation from gadgets can affect children’s brain abilities”* were used to support the statement of problem/ thesis.

3. Reiteration

The last part of the generic structure was reiteration. In the reiteration, Student 7 concludes the writing that has been presented. She stated that *“Playing gadgets by children is fine, as long as parents have to supervise their children in playing the gadgets”* as the representative of arguments stated in paragraph 2, 3, and 4. It proved that student 7 had knowledgeable information on how to make analytical exposition text. She really knew how to write the generic structure of analytical exposition text in his composition appropriately.

➤ Good Category

This is the example of text that was categorized in good category. It was made by student 2. He included all components of the generic structure of analytical exposition text in he's composition.

1. Thesis

The first, He included a good thesis statement to start the text by stating what the issue was and what he thought about it. The thesis was expressed in high articulate manner but was not accompanied by a clear preview of arguments. It was started with the problem that was focused but there were not some review of arguments as the evidence. The thesis was very simple. Student 2 wrote "*Gadget has a lot of advantages in human's life*" then followed by sentence "*But it can be dangerous if we are wrong in using this kind of technology*" that giving review of arguments as the problem that supported her idea.

2. Arguments

Student 2 continued her text to the arguments. The student gave evidence for all points of elaboration which are highly articulate and very well researched although they were very short. Student 2 could elaborate the arguments clearly and it was very well researched. The arguments were also presented in a good arrangement from the first until the last argument. He gave three arguments on the writing composition.

The first argument consists of point and very brief elaboration. The point sentence is "*They just spend a whole time play their gadget without any other activities*". Then the elaboration is "*It will make them lazy*". The elaboration shows the consequences if children playing gadget, they will lazy and spend a

whole time play their gadget. It can be inferred that the first argument use the generic structure correctly.

The point sentence in the second argument is also showed clearly, "*Gadget can obstruct children's activated*". But the point sentence is not followed by the elaboration that presents the reason why gadget can obstruct children's activated. And the sentence "*Children usually don't want to stop playing gadget*" is not the elaboration. From the sentences in the second argument, it can be said that the student can state the point but still lack of elaboration.

The third argument consists of point and followed by elaboration. The sentence is "*Gadget can make children lose their time with family or friends*" then the elaboration is "*Spending time with the gadget can make children lose family sense and lose friendship*". The elaboration shows the consequences if children always playing gadget, they will lose their time with family or friends. It can be inferred that the third argument use the generic structure correctly.

3. Reiteration

Reiteration The last criterion of the generic structure was reiteration. In the reiteration, restating the writer's position was reinforced. The reiteration of this text was organized in a simple way too. "*Based on reason above, we can conclude that parents should monitor their children's gadget use*". The reiteration is used to make the arguments in the previous paragraphs stronger. It can summarize the three arguments stated before. Besides, although the organization of composition was too short, it briefly expressed a fluent idea. The writer could

compose the generic structure smoothly enough and in a chronological order by giving appropriate connectives in each paragraph like firstly, secondly, and thirdly. So the reader can understand the arguments or even the whole text easily.

➤ Adequate Criteria

This is the example of text that was categorized in adequate category. It was made by student 14. She included all components of the generic structure of analytical exposition text in he's composition.

1. Thesis

The first, She included a thesis statement to start the text by stating what the issue was and what he thought about it, but the thesis not clearly stated and not related to the topic. "*Today's technological developments are very advanced.*" And followed by the sentence "*This technology also greatly influences early childhood development*". She should give review of arguments to support the problem in the first paragraph.

2. Argument

Student 14 continued her text to the arguments. He gave two arguments on the writing composition.

The first argument is "*The first is that it can interface with children's development*" the argument is correct but there is no sentence to support the argument. Followed by the sentence "*The point here is that early childhood in using gadget need supervision from parents so that the child does not often hold*

the gadget” it is not a supporting sentence for the above argument. The language used is too difficult to understand.

The second argument is “*The second is that it can interfere with health, this is very concerning for development*” then followed by supporting sentences “*an early age child who uses gadget where they are less rested and can be exposed to the radiation effects of the technology is very dangerous for early childhood and the effects of excessive radiation can cause cancer*” the sentence of the argument is almost good, but the sentence arrangement is not neat and convoluted, and does not use punctuation.

3. Reiteration

The last criteria of a generic structure is reiteration. The reiteration of this text is arranged in a simple way too. “*For this reason, the role of parents is very important in the development of their children*” which is this reiteration sentence is not so relevant to the thesis.

➤ Poor Category

This is the example of poor category made by student 5.

1. Thesis

The thesis organized by student included a topic and indicated the writer’s position, but there was no review of argument as the requirement in thesis to accompany the writer’s point of view about the topic discussed.

The thesis is begun with general opinion of the writer about the topic which will be discussed on her writing. It is showed clearly in the sentence “A

gadget is a small electronic device that has a special function". He also provides a review of the arguments to support the problem in the first paragraph *"From day to day gadgets always appear presenting the latest technology that makes human life more practical"*

2. Argument

Unfortunately, there is only one Argument in this text. *"By to freeing minors to use technology that is too sophisticated such as gadgets, it can change a child's behavior, for that the role of parents are very important"*. The student should be able to add a few more arguments to better support the arguments given in this text. The student should compose the generic structure smoothly enough and in a chronological order by giving appropriate connectives in each paragraph like firstly, secondly, and thirdly. So the reader can understand the arguments or even the whole text easily.

3. Reiteration

The reiteration in student 5's text does not restated the thesis and he's position. *"At this time, along with the development of technology, there are so many influences on children, one of which is the use of gadgets"*, this reiteration does not have conclusion. He can actually provide a reiteration like *"from the facts above, it can be concluded that excessive use of gadgets for kids can have a negative impact on their health and growth, therefore parents should always supervise"*.

All analytical exposition text compositions made by students have been compiled and analyzed. From the results of the analysis, most of the students were able to compile analytical exposition text component in terms of generic structure.

The generic structure of the analytic exposition text made by the students shows that they have understood and have not experienced significant difficulties. Most of the students organized thesis, arguments, and repetitions in analytic texts well. However, there were still some students who made analytical exposition text with a generic structure incorrect, for example, student 4 did not include the review of arguments in the thesis of analytical exposition text. He just stated the problem and no argument review. Actually, the argument review is very important in the thesis.

In short, students' abilities in terms of generic structures are touching the highest level. There are 18 students which got good categorization in analytic composition text. The thesis, argument, and repetition of the text are very complete. The thesis contains a position statement expression and is accompanied by a brief argument preview. The arguments are explained with solid evidence and outlined clearly. Then, the reinforcement of the position statement is done in a clearly stated manner in a very articulate manner with strong and clear references to the arguments presented. There are 12 students who are at the average level because they still have missed reviews of the arguments in the thesis. And last, there were 6 students who got the poor category in writing the analytical exposition test. Most of student who got poor category only stated one argument which was not accompanied by a review that could support the argument and reiteration that did not have a conclusion.

b. The Language Features of the Students' Analytical Exposition Text Composition

Analytical exposition text has a specific language features and it differs from other texts. To make arguments looks more objective and to help compile

the text, students can use conjunctions, present tense, passive form. However, not all of them should be used by students in writing analytical exposition texts. They can use some of the language features they need. Examples and analysis of student 4 composition can be seen as follows:

➤ Using Relational Process

Relating process refer to verbs which give information about the subject. Sometimes relating verbs are called linking verb or “state-of-being verb.” In the students writing were found such as:

“The blue light from the gadget screen that is stared at for a long time can **make** the eyes hurt.“

“Many children today **are** falling into wrong things.”

In the first sentence, the word “**make**” was proposed to give information about the subject that is “*The Dangerous of Gadget for Kids*” which is very dangerous if children play gadgets too often. The student also used the other word “**are**” as relating verb in her writing.

➤ Using Causal Conjunctions

Causal conjunctions are words and phrases which are used to introduce a cause, reason or explanation for a given action within a sentence. For instance 'because', 'so' and 'therefore' all causal conjunctions which link an action to its supposed cause. In the students 4 writing were found such as:

“ They tend not to want to play with peers, **because** they are feel more fun when they play gadgets.“

From the sentence above, the word “**because**” explains the negative impact that will be obtained if children play gadgets too often.

➤ Using Internal Conjunctions

Internal conjunction is a conjunction that connects the argument between two clauses. A conjunction that students use to show the relationship between paragraphs. In the first sentence, the words "**first** " are used to denote a sequence of reasons why things should be given attention. In the second sentence, the word "**but**" is used to compare sentences. In the third sentence, the word "**In addition**" is used to express the act of adding an a substance or thing to something else. In the student's composition, the connectives were:

“The **first** danger posed by gadgets for children is that radiation from gadget can affect children’s brain abilities.”

“Gadgets provide a lot of things, **but** also contain a lot of negative things.”

“**In addition**, parents should block all pornographic sites on gadgets.”

➤ Using Simple Present Tense

Verbs have a form called tenses that tell you when the action occurred. If actions occur regularly, sometimes or never, use the simple present tense. That simple present tense is also used to state facts, to tell events in a story happening now, to talk about things that will happen in the future.

Example from students’ writing :

“Radiation from gadgets can affect children’s brain abilities.”

“Many children today are falling into wrong things”

4.2 Discussion

As written in chapter I, Analytical Exposition text is one of the compulsory texts taught in high school in Indonesia. The existence of Analytical Exposition text can be seen in the Indonesian language curriculum KBK (Competency-based Curriculum) 2004, KTSP (Education Unit Level Curriculum) 2006, and Curriculum 2013. This text is included in the argumentative text. Arguments are needed to convince readers or listeners about something in the case. This text is included in the argumentative text. The function of this text is to persuade readers’ or listeners’ mind about something is exceptionally to be discussed. The language features of analytical exposition text are focus on the generic human and non-human participants, use simple present tense, use of relational processes, use casual conjunction, and enumeration is sometimes necessary.

The research problem refers to questions raised in a research project which clearly reflects what kind of answer is expected to be discovered through the process of research. The clearest research problems are those stated in a direct question or in an indirect question. The formulation of a research problem is the first and most important step of the research.

The Researcher must have a clear idea with regard to what it is that researcher wants to find out about and not what researcher thinks. It usually takes quite a lot of time to find a good research problem and to state in a clear statement

of research problem. It is not the way in stating the research problem that requires a researcher to spend a lot of time, but a researcher has to make sure that he/she knows enough about the topic of the research, the research problem is of high quality that the answer to be discovered will give some significance to theory as well as to practice. Answers to researcher questions, on the other hand, are not simply factual information, but inferences based on the result of analysis of the information or data collected and contain knowledge of patterns, rule, and regularities of the object being studied. After the research problem is selected, the researcher chooses the research topic, research field, data collection sources, data collection techniques, data collection instruments, and data analysis techniques. Therefore, stating the research problem is a very important step in a study. The quality of a study is largely determined by the quality of the research problem.

The Researcher conducted this research using descriptive qualitative research methods. This research is a descriptive qualitative research because it describes the students' ability in writing an analytical exposition text. Qualitative research is based on a different philosophical approach, which views individuals and their world as so interconnected that basically one does not exist without the other. Qualitative researchers attempt to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

To obtain the data needed to support this study, researcher used a test method to collect data. According to Brown (2004), a test is a method for measuring or seeing a person's ability, knowledge, or performance in a particular domain, meaning that using tests can measure a person's ability or level of understanding.

The Researcher used a writing test as an instrument to collect data. First, the researcher gave a topic to students about "The Dangerous of Gadget for Kids". Then the researcher asked the students to write an analytic exposition text on paper, then the students would send their writing via Google Classroom. Furthermore, researchers will analyze the results of their writing.

Data analysis is a researcher effort to embrace the data accurately. After collecting the data, the researchers analyzed the data. Can be interpreted as the process of analyzing the data required from the research results. To analyze the data, the researcher used an analytical exposition text assessment rubric which was adapted from the Hamp-Lyons theory used by a team of assessors who are experts in the field of writing by combining the generic structure of the analytical exposition text.

The Researcher classify writing skills into three aspects in the table; thesis, argument, repetition. Based on the students' scores from the three aspects of writing analytical exposition text, the researcher also found that the most dominant aspect was made by the students in writing analytic exposition text. After analyzing the students 'writing data in writing the Analytical Exposition, the researcher found out some of the students' abilities in writing the Analytical Exposition. There are general characteristics / structures in writing Analytical Exposition Text.

Then, it shows that almost all students have good grades in writing theses on analytic exposition text. There are 9 students in very good category, 10 students in good category, 8 students in enough category, and 9 students in bad category. In general, from the percentage, it can be seen that the quality of

students' thesis in writing analytical exposition text is included in the "good" category. The arguments paragraph for analytical exposition text written by the students in SMAN 8 Jambi City is in "very good" category. The data show that there are 7 students get very good category, 12 students get good category, 12 students get adequate category, and 5 students get poor category. The reiteration paragraph for analytical exposition text written by the students in SMAN 8 Jambi City is in good category. The data show that there are 6 students get very good category, 16 students get good category, 8 students get adequate category, and 6 students get poor category. Generally, from the percentage it can be seen the quality of students' reiteration in writing analytical exposition text belong to the "good" category.

After the researcher assessed the students' analytical exposition text and the researcher analyzed each part of their writing; Thesis, argumentation, and examination, it can be said that the students' ability in writing analytical exposition text is good for every part of the generic structure and linguistic characteristics. In addition, from the results of the research data analysis the researcher knows the students' abilities which are generally written in the text, namely about the generic structure, the tense used and the conjunctions. Students write texts based on their abilities. In analyzing the data, the researcher can find out the students' ability in writing Analytical Exposition text. Students can write generic structures in their text. However, some students wrote the Analytical exposition text verb incorrectly. Students also write conjunctions in the text. Students write all kinds of conjunctions in writing Analytical Exposition text. In

general, students understand how to write analytical exposition text even though there are still errors in writing.

Then, after analyzing data from all the students' scores, the researcher concluded that the ability of students in writing Analytical Exposition are 11 students get very good criteria, 14 students get good criteria, 6 students get adequate criteria, and 5 students get poor criteria. Which means, most of the XI IPS 2 at SMA N 8 Jambi City students got "good" criteria in writing Analytical Exposition Text. However, there are some problems with grammar, such as improper use of tenses, vocabulary errors, diction, punctuation, and spelling errors.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

The conclusion of the research of an analysis in writing analytical exposition is found that the majority of the students who understand enough about how to write a good and correct analytical exposition text, but there are still some who do not fully understand. There are some errors in students' writing, such as errors in the use of tense, grammar and texts that students make do not complement the existing text structure. Students also have not enough understanding to explore and express their ideas.

After analyzing data from student scores, the researcher concluded that the ability of students in writing Analytical Exposition is 6 students get very good criteria, 14 students get good criteria, 10 students get adequate criteria, and 6 students get poor criteria. This means, most of the XI IPS 2 at SMA N 8 Jambi City students got "good" criteria in writing Analytical Exposition Text. Therefore, students have to pay attention to their writing skills and all criteria that must be met to make good writing.

5.2 Suggestions

Therefore, the researcher has some suggestions.

1. First, to the English teachers should be more pay attention on the students writing's ability. Teacher should give more time for teaching writing section. In teaching writing, teacher must teach the students about how to organize the ideas and put them into writing.
2. Second, for the students. The students were suggested being careful and keep on improving their ability in writing analytical exposition text also pay more attention to the teacher during learning process.

3. Third, for the next researcher that want to conduct the research about an analytical exposition try to find another theory in conducting the research in order to see whether there is a different result of teach.

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APPENDIX

Generic Structure score of Students' in Writing Analytical Exposition Text

No.	Participants	Generic Structure	Score	Criteria	Total Score
1.	Student 1	Thesis	70	Adequate	70 (adequate)
		Argument	75	Adequate	
		Reiteration	65	Adequate	
2.	Student 2	Thesis	80	Good	81 (good)
		Argument	85	Good	
		Reiteration	80	Good	
3.	Student 3	Thesis	85	Good	83 (good)
		Argument	75	Adequate	
		Reiteration	90	Very Good	
4.	Student 4	Thesis	55	Poor	53 (poor)
		Argument	50	Poor	
		Reiteration	55	Poor	
5.	Student 5	Thesis	50	Poor	55 (poor)
		Argument	60	Poor	
		Reiteration	55	Poor	
6.	Student 6	Thesis	80	Good	86 (very good)
		Argument	90	Very Good	
		Reiteration	90	Very Good	
7.	Student 7	Thesis	95	Very Good	96 (very good)
		Argument	100	Very Good	
		Reiteration	95	Very Good	
8.	Student 8	Thesis	80	Good	85 (good)
		Argument	85	Good	
		Reiteration	90	Very Good	
9.	Student 9	Thesis	60	Poor	

		Argument	75	Adequate	68 (adequate)
		Reiteration	70	Adequate	
10.	Student 10	Thesis	70	Adequate	73 (adequate)
		Argument	75	Adequate	
		Reiteration	75	Adequate	
11.	Student 11	Thesis	60	Poor	63 (adequate)
		Argument	70	Adequate	
		Reiteration	60	Poor	
12.	Student 12	Thesis	90	Very Good	85 (good)
		Argument	80	Good	
		Reiteration	85	Good	
13.	Student 13	Thesis	80	Good	80 (good)
		Argument	80	Good	
		Reiteration	80	Good	
14.	Student 14	Thesis	70	Adequate	66 (adequate)
		Argument	70	Adequate	
		Reiteration	60	Poor	
15.	Student 15	Thesis	60	Poor	63 (adequate)
		Argument	65	Adequate	
		Reiteration	65	Adequate	
16.	Student 16	Thesis	70	Adequate	73 (adequate)
		Argument	75	Adequate	
		Reiteration	75	Adequate	
17.	Student 17	Thesis	80	Good	81 (good)
		Argument	85	Good	
		Reiteration	80	Good	
18.	Student 18	Thesis	90	Very Good	90

		Argument	90	Very Good	(very good)
		Reiteration	90	Very Good	
19.	Student 19	Thesis	65	Adequate	53 (poor)
		Argument	40	Poor	
		Reiteration	55	Poor	
20.	Student 20	Thesis	55	Poor	53 (poor)
		Argument	55	Poor	
		Reiteration	50	Poor	
21.	Student 21	Thesis	60	Poor	66 (adequate)
		Argument	70	Adequate	
		Reiteration	70	Adequate	
22.	Student 22	Thesis	80	Good	78 (good)
		Argument	80	Good	
		Reiteration	75	Adequate	
23.	Student 23	Thesis	90	Very Good	88 (very good)
		Argument	95	Very Good	
		Reiteration	80	Good	
24.	Student 24	Thesis	90	Very Good	83 (good)
		Argument	80	Good	
		Reiteration	80	Good	
25.	Student 25	Thesis	80	Good	83 (good)
		Argument	90	Very Good	
		Reiteration	80	Good	
26.	Student 26	Thesis	90	Very Good	83 (very good)
		Argument	75	Adequate	
		Reiteration	85	Good	
27.	Student 27	Thesis	80	Good	85 (very good)
		Argument	90	Very Good	

		Reiteration	85	Good	
28.	Student 28	Thesis	75	Adequate	75 (adequate)
		Argument	75	Adequate	
		Reiteration	75	Adequate	
29.	Student 29	Thesis	80	Good	81 (Good)
		Argument	85	Good	
		Reiteration	80	Good	
30.	Student 30	Thesis	90	Very Good	86 (very good)
		Argument	85	Good	
		Reiteration	85	Good	
31.	Student 31	Thesis	70	Adequate	71 (adequate)
		Argument	65	Adequate	
		Reiteration	80	Good	
32.	Student 32	Thesis	75	Adequate	80 (good)
		Argument	80	Good	
		Reiteration	85	Good	
33.	Student 33	Thesis	50	Poor	53 (poor)
		Argument	55	Poor	
		Reiteration	55	Poor	
34.	Student 34	Thesis	90	Very Good	86 (very good)
		Argument	85	Good	
		Reiteration	85	Good	
35.	Student 35	Thesis	90	Very Good	85 (good)
		Argument	85	Good	
		Reiteration	80	Good	
36.	Student 36	Thesis	90	Very Good	90 (very good)
		Argument	90	Very Good	
		Reiteration	90	Very Good	



Question

Student answers

Due 15 Sep 2020, 11.00 AM

WRITING ANALYTICAL EXPOSITION TEXT

100 points

THE TEST OF WRITING ANALYTICAL EXPOSITION

Nama :

Kelas :

Time :

1. Write down your personal Analytical Exposition Text about "The Dangerous of Gadget for Kids" on paper, then sent it to Google Classroom

Class comments

Add class comment



Ana Nurlela

Handed in

96/100

Answer

The Negative Side of Gadgets for Children

Thesis

95

Of course we all know what a gadget or smartphone is. From parents to children, they know how to use gadgets. Gadgets provide a lot of positive things, but also contain a lot of negative things, especially if the gadgets are played by children. I myself do not recommend that parents give gadgets to their young children.

Argument

100

The first danger posed by gadgets for children is that radiation from gadgets can affect children's brain abilities. Several studies have shown that gadgets can reduce the thinking and focus abilities of people who play gadgets continuously. In addition, the blue light from the gadget screen that is stared at for a long time can make the eyes hurt, and make the eyes water and make the eyes red. Of course, these two things are very dangerous when it occurs in children.

The second danger posed by gadgets is that children are afraid of opening adult sites or pornography. This is of course very detrimental for children. Many children today are falling into wrong things, because from childhood they have seen things that should not be seen. Of course here the role of parents is very important in supervising children when playing gadgets, parents must provide knowledge or advice to children which things should be seen and which things should not be seen. In addition, parents should block all

The third danger posed by gadgets is that children who play gadgets too often, they tend to be individualistic children. Children who play gadgets too often will feel cool in their own world. They tend not to want to play with peers, because they feel more fun when they play gadgets. In addition, children's motor skills do not develop because they are always fixated on gadgets.

In my opinion, the role of parents is very important to prevent children from becoming too fixated on gadgets.

Reiteration

95

Playing gadgets by children is fine, as long as parents have to supervise their children in playing the gadgets. But I still don't recommend you as a parent to give gadgets to your young children. It is better if children are introduced to educational games or other games that can hone children's brain abilities. Because if children are introduced to gadgets from an early age, it is very dangerous. Gadgets have more negatives than positives.

Discussion of Thesis:

Student 7 got a score 95 for writing analytical exposition in the thesis category.

The thesis made by student 7 is very good and close to perfect score, but the researcher considers that there is a slight error in the sentence she wrote

“ I myself do not recommend that parents give gadgets to their young children”

According to the researcher, the use of the word “myself” is not appropriate on that statement. It would be better if student 7 wrote it as

“ I personally don’t agree if parents give gadget to their young children”

Discussion of Argument:

Student 7 got a score 100 for writing analytical exposition in the argument category. The argument made by student 7 are very good, relate to the topic and the sentences used are easy to understand. Student 7 gave evidence for all points of elaboration which are highly articulate and very well researched. The use of grammar is also correct, there are also language features that support students’ arguments so that student 7 can get a perfect score.

Discussion of Reiteration:

Student 7 got a score 95 for writing analytical exposition in the reiteration category. The reiteration made by student 7 are very good, relate to the topic and the sentences used are easy to understand.

Fikraz Satria

Turned in

81 /100

Answer

Thesis

80

gadget has a lot of advantages in human's life. But it can be dangerous if we are wrong in using this kind of technologi. that's why parents should monitor in using gadget as well.

there are some bad effect of using a gadget in children without monitoring from their parents

Arguments

85

1. gadget can make children lazy. they just spend a whole time play their gadget without any other activities. it will make them lazy

2. gadget can obstruct children's activities. Children usually don't want to stop playing gadget. Even the time show that they should do their activities like going to school or even having a meal.

3. gadget can make children lose their time with family or friends. Spending time with the gadget can make children lose family sense and lose friendship

Reiteration

80

Based on a reason above, we can conclude that parents should monitor their children's gadget use

M. Fikraz Satria Kautsar
XI IPS 2

Discussion of Thesis: Student 2 get a score 80 for writing analytical exposition in the thesis category. Student 2 included a good thesis statement to start the text by stating what the issue was and what he thought about it. The thesis was expressed in high articulate manner but was not accompanied by a clear preview of arguments. It was started with the problem that was focused but there were not some review of arguments as the evidence. The thesis was very simple. Student 2 wrote "Gadget has a lot of advantages in human's life" then followed by sentence "But it can be dangerous if we are wrong in using this kind of

technology” that giving review of arguments as the problem that supported her idea.

Discussion of Argument:

Student 2 got a score 85 for writing analytical exposition in the arguments category. The arguments made by student 2 is good, relate to the topic, and the sentences used are easy to understand. But the researcher assessed that student 2 did not use the appropriate language features to write an argument. It would be better if in writing an argument students can add internal conjunctions, for example; first, next, meanwhile, etc.

Discussion of Reiteration:

Student 2 got a score 80 for writing analytical exposition in the reiteration category. The reiteration written by student 2 is precise and clear, but too short. It would be better if students could add a closing sentence for the analytical exposition text.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 8 Kota Jambi
Kelas/Semester	: XI / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Analytical Exposition Text
Waktu	: 2 JP x 45 Menit

Tujuan Pembelajaran

Dengan menggunakan WA grup dan Google Classroom (GC) Bahasa Inggris, peserta didik dapat menghayati dan mengamalkan ajaran agama, Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam menganalisis suatu text.

Kegiatan Pembelajaran

1. Melalui grup WA/GC guru menyapa peserta didik dan menginformasikan agar mengisi daftar hadir melalui aplikasi Google Form.
2. Pertemuan 7, Tanggal 11 September 2020, melalui aplikasi Google Classroom Peserta didik membaca, memahami, serta menganalisis suatu text yang telah di posting guru di Google Classroom.
3. Siswa membaca text dan memahami isi text tersebut.
4. Setelah memahami, peserta didik diarahkan untuk membaca text tersebut dan membuat video sebagai tugas.
5. Guru mengakhiri pembelajaran dengan memberikan kesimpulan dan penguatan tentang kebermanfaatan materi yang dibahas untuk kehidupan sehari-hari.

Penilaian

1. Penilaian pengetahuan dilakukan dengan mengoreksi hasil tugas yang dikerjakan peserta didik.
2. Penilaian keterampilan dilakukan dengan memantau keaktifan peserta didik dalam diskusi.
3. Penilaian sikap dilakukan dengan melihat ketepatan waktu dalam mengisi daftar hadir dan mengirim tugas pelajaran di Google Classroom

Mengetahui

Kepala Sekolah,



Drs. H. Subiyono, M.Pd

NIP 19620510 199003 1 007

Jambi, 11 September 2020

Guru Mata pelajaran,



SUSPRIYANI, S.Pd

NIP 19700119 199403 2 004

PROGRAM TAHUNAN

Mata Pelajaran : **Bahasa Inggris**
 Satuan Pendidikan : SMAN 8 Kota Jambi
 Kelas / Semester : XI / Ganjil dan Genap
 Tahun Pelajaran : 2020 / 2021

Komptensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

SMT	KOMPETENSI DASAR	Alokasi Waktu
1	<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>).</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	8 JP
1	<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>).</p> <p>4,2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	8 JP
1	<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.</p> <p>4.3 Teks Undangan Resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja.</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	10 JP

SMT	KOMPETENSI DASAR	Alokasi Waktu
1	<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks <i>eksposisi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	10 JP
1	<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>).</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	6 JP
2	<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	10 JP
2	<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>).</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	10 JP

SMT	KOMPETENSI DASAR	Alokasi Waktu
2	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	12 JP
	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	
2	3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	8 JP
	4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	

Mengetahui,
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