



**THE DIFFICULTIES OF ELEVENTH GRADE STUDENTS  
OF SMA NEGERI 3 PADANGSIDIMPUAN IN WRITING  
ANALYTICAL EXPOSITION TEXT**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd) in English*

**Written by:**

**HARTONI**

**Reg. Number: 113400054**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2018**



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**HARTONI**

**Reg. Number: 113400054**

**Advisor I**

**Advisor II**

**Dr. Fitriadi Lubis, M.Pd**

**NIP. 19620917 199203 1 002**

**Sojuangon Rambe, S.S, M.Pd**

**NIP. 19790815 200604 1 003**

**ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**

Term : Munaqosyah  
a.n. Masrida Nasution  
Item : 7 (seven) exemplars

Padangsidempuan, May 2018  
To:  
Dean Tarbiyah and  
Teacher Training Faculty  
In-  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Hartoni** titled "**The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

**Advisor I**

**Advisor II**

**Dr. Fitriadi Lubis, M.Pd**  
**NIP.19620917 199203 1 002**

**Sojuangon Rambe, S.S, M.Pd**  
**NIP.19790815 200604 1003**

## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Hartoni  
Registration Number : 11 340 0054  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2  
The Tittle of Thesis : **The Difficulties of Eleventh Grade Students of  
SMA Negeri 3 Padangsidimpuan in Writing  
Analytical Exposition Text**

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Padangsidimpuan, May 2018  
Declaration maker,

**Hartoni**  
**Reg. Num. 11 340 0054**

**AGREEMENT PUBLICATION OF FINAL TASK  
FOR ACADEMY CIVITY**

---

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Hartoni  
Registration Number : 11 340 0054  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2  
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Padangsidimpuan, May2018  
Signed

**Hartoni**  
**Reg. Num. 11 340 0054**

## EXAMINERS

### SCHOLAR MUNAQOSYAH EXAMINATION

Name : AMINAH ADELINI  
Reg.Number : 13 340 0004  
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-2  
Thesis : **THE EFFECT OF PEER TUTORING STRATEGY  
ON STUDENTS' READING COMPREHENSION  
AT GRADE X SMA NEGERI 8  
PADANGSIDIMPUAN**

Chief,

Secretary,

Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

Members,

Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

Dr. Erawadi, M.Ag  
NIP. 19720326 199803 1 002

Eka Sustris Harida, M.Pd  
NIP. 19750917 200312 2 002

Proposed :

Place : Padangsidempuan  
Date : November, 16<sup>th</sup> 2017  
Time : 07.30 until 10.00 WIB  
Result/ Mark : 83.50 (A)  
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**RELIGION MINISTRY REPUBLIC OF INDONESIA  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4.5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

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## **LEGALIZATION**

**Thesis : THE EFFECT OF PEER TUTORING  
STRATEGY ON STUDENTS' READING  
COMPREHENSION AT GRADE X SMA  
NEGERI 8 PADANGSIDIMPUAN**

**Written By : AMINAH ADELINI**

**Reg. Number : 13 340 0041**

**Faculty/Department : TARBIYAH AND TEACHER TRAINING  
FACULTY/TBI-2**

The Thesis had been accepted as a partial fulfillment of the requirement  
for the graduate degree of Education (S.Pd) in English.

Padangsidimpuan, December 2017  
Dean

**Dr. Lelya Hilda, M.Si**  
**NIP. 19720920 200003 2 002**

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it was a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 2018

Researcher

Hartoni

**Reg. Number. 113400054**

**Name** : Hartoni  
**Register Number** : 113400054  
**Faculty** : Tarbiyah and Teacher Training  
**Department** : English Education (TBI-2)  
**Title of Thesis** : The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text

### **ABSTRACT**

This research focused about The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text. The problems of research were most of students lack in vocabulary. Students difficult to elaborate. Student also difficult to make text coherently and organizationally. The purpose of this research to describe the difficulties of eleventh grade students' of SMA Negeri 3 Padangsidempuan in writing analytical exposition text.

This research was employed quantitative qualitative research by using descriptive method. The population of this research was the eleventh grade of SMA Negeri 3 Padangsidempuan. The total of population are sis classes. Then, the sample of this research there are 35 students. In collecting data, the researcher used the instrument research are test and interview. The test consisted of five items in writing analytical exposition text.

Based on the result of tes given, researcher found that students difficulties of the eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition text, from five items only organization that reach mean score 10.57 although still far from expectation is 20. It means students experience difficult to make coherently and organizationally. Beside that, students also difficult to make elaboration. Then, talking about grammar, students mean score is 10.31. it means students didn't understand the using of; tenses, adverb of manne, modal auxiliary and to infinitive. In mechanic, students mean score is 9.48. it means students difficult in using functuation. After that, students mean score in style and quality is 9.54. the last students mean score in content is 9.60. after analyze the result, mechanic is the dominant difficulties faced by students .

The teacher effort to solve the problem in writing analytical exposition text; give more exercise with repeat method with text then give analyze the kind of grammar, punctuation and mechanic. Not only that, teacher also give task to write and read the text analytical exposition. The most important is the corrected by teacher so the students know their fault.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the problem

English as an International language has an important role in this globalization era. Many countries in the world use English as a medium of communication among people in different countries because there are many languages in this world. In this globalization era, everyone is demanded to prepare a great resources for his/her life. Of course, to compete against a global demanding, the people should have an adequate knowledge and good skills.

Indonesia is one of the nations that take a part in the world society. Therefore, Indonesian people have to prepare themselves to face any world problem. One of many solutions, use English language as subject in the schools since the elementary school, junior high school, senior high school until university. However, it has been already done indeed but it is still far from what expect.

There are four skills in a language; listening, speaking, reading and writing. The first skill is listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanism. The second, speaking is an interactive process of constructing meaning that involves producing and receiving and process information. Next, reading is a receptive skills, it is a transactional between a reader and writer. The last, writing is one of the four

language skill that is the way, its native speaker to organize a piece of both spoken and written information.

Writing is one of language skills in language learning. It is categorized to the productive skill because it builds word or sentence to another particular, such as paragraph and text. Writing is a process to produce information or knowledge through text. Thus, writing has important role in learning of language and often measured as the success of learning foreign language. Writing is an important part of life, whether in the workplace or school, as a hobby or in personal communication. This skill helps the writer express feelings and thoughts to other people in a relatively permanent form. Personal writing builds a connection between the writer and reader in a different way from oral communication, and it helps people to organize their thoughts when seeing them on paper or on a screen. There are some kinds of text which express feeling and thought such as analytical exposition, narrative, descriptive, and news item.

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader or listener that something should be the case.<sup>1</sup> Its social function is to persuade the reader that the idea is important matter. Persuade the reader by presenting arguments so they will agree and follow the writer's wish.

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<sup>1</sup>Nursahid and Alfian Mutaqin, *New Light: Contextual Approach to learning English* (Surakarta: PT. Pabelan Cerdas Nusantara, 2005) p.78.

In curriculum of senior high school, writing has aimed to make students able to communicate in functional level. Study in term writes not despite education the world, notably deep in senior high school not escapes by that its name analytical exposition text. On the other hand, Syllabus development in senior high school grade XI of English subject, students' basic competence is understand and can find out the mean of analytical exposition text.

Looking to the purpose above, there are many efforts which can be done to hold them, such as: applying the suitable method, prepare the effective teaching, giving motivation, and facilities. Others, to get the aim it is needed to prepare the suitable material. Despitefully, actually there are many effort learns that has done to troubleshoot, such as: give severally training, asking for students to practice, code purpose in good and right analytical exposition text. But, they are still far from effective study, especially in practicing to write analytical exposition text

The indicator of writing analytical text, students' understand about grammar, vocabulary, punctuation, elaborate the main idea organization, contents, able to make draft and revision.<sup>2</sup> The reasons, student should understand about grammar because part of speech very important to category noun, verb, adverb and adjective. Then, Vocabulary use to enrich the content. Next, punctuation makes reader easy to read the text. Elaborate will make enrich the content with the argument. Last, draft and revision have purpose to build the text and avoid from many mistake so, analytical exposition text more complete and perfect.

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<sup>2</sup>Kemendiknas, *Silabus Bahasa Inggris*, (Jakarta: Kemendiknas, 2006),p.3.



As generally students' difficulties that; the first usually the students' difficult about information. School facility not complit can make bad effect because the learning media have urgent to support student to produce the idea to write analytical exposition text. So, can stimulate students' writing ability. Secondly, students experiences difficult to make text coherently and organizationally. As we know, the coherent and organizationally can build the text as well as and make the reader easier to understand the text. The third, students' difficulties to elaborate. Elaboration or extension the reason make the reader more believe what we want to say, so we can to persuade the the reader. This point very important to support the succes of analytical text.

Based on interviewed with Mr. Syaripuddin S.Pd, students difficulties in SMA Negeri 3 Padangsidimpuan. The first, students difficult to use grammar as correct. Secondly, students weak at vocabulary. The third, students difficult to make text coherently and organizationally. The last, students' difficulties to elaborate the content that will make the reader more believe what want to say.<sup>3</sup>

However, based on the previous study in SMA Negeri 3 Padangsidimpuan, the students' achievement in writing analytical exposition is low. The average of student's writing achievement of grade XI is 69, whereas KKM of grade XI is 75. In fact, from one of the classes XI IPA, there are about 35 students, only ten

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<sup>3</sup>Interviewed with Mr. Syaripuddin S.Pd (English Teacher of SMA Negeri 3 Padangsidimpuan). On Monday, august 11<sup>th</sup> 2017.

students can get score 85, 15 students can get 70, and the others only get 67. In fact, it show to us, students' writing achievement does not as expectation.<sup>4</sup>

Based on the problem above, the researcher will describe the students' ability, difficulties and the teacher's effort. So, the researcher interested to do a research that title: *The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text.*

### **B. The focus of The Problem**

Based on the problem above, the researcher identify that students get difficulties in writing analytical exposition text; first, the students are lack about information because sensitiveless with news paper, books, internet, and environment around event. Second, students are misunderstanding to organize the material. Third, the students cannot make elaboration of the reason. So the students don't interest to write analytical exposition text.

### **C. The Scope of The problem**

Based on the identification above, the researcher find some problems in writing, especially the difficulties in writing analytical exposition text. But, cause of limitation of time and knowledge by the researcher. So, the researcher only focus the problem of students' ability in writing analytical exposition text. This research take place on eleventh grade of SMA Negeri 3 Padangsidempuan.

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<sup>4</sup> Ibid.

The researcher will focus try to describing and analyzing of ability and faced constraint students in does activity to write in particular in correspondence to know in as much as which willingness and their implement.

#### **D. The Formulation of The Problem**

In conducting the research, the researcher describes the formulation of the problem as follows:

1. How is the ability of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition text?
2. What are the diffiiculties of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition?
3. What are causes of the difficulties of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition text?

#### **E. The Objectives of The Research**

Based on the formulation of the problem above, the researcher states the aims as follows:

1. To find out the ability of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition text.
2. To find out what are the difficulties of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition.

3. To find out what are the effort overcome by teacher to solve the problem of eleventh grade students of SMA Negeri 3 Padangsidempuan in writing analytical exposition text.

## **F. The Significances of The Researches**

The Significances of the research are large scope in education activity who involves:

1. As input for the Headmaster in guiding his English Teacher.
2. As an input for the Teacher, teaching learning process, especially in learning in teaching of writing analytical exposition text.
3. As input for the reader, especially the English learners that this research is expected to able to improve their knowledge in learning about writing analytical exposition text and as information for the English Department of Institute for Islamic Studies Padangsidempuan.
4. As a source information for the future researcher.

## **G. The Defenition of Key Term**

### **1. Difficulties**

The difficulties who felt by the Student in education pscology called learning difficult. learning difficult can mean from the fenomenon where the Student feel difficult when he didn't get learning achievement based on success criteria like in instructional purpose or developing.<sup>5</sup>

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<sup>5</sup>Mardianto, *psikologi pendidikan*, (Medan: Perdana Publishing,2012), P.189

## 2. Writing

According to David Nunan, writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both process and a product, the researcher imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience. Whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.<sup>6</sup>

From some definition about writing above, the researcher concludes that writing is an activity to transfer the ideas and describe a language to the symbol, letter and written thing, so the readers can understand what the researcher means.

## 3. Exposition Text

Exposition text is writing that have point purpose to clarify, explain, educate, or evaluate a problem. The writer try to give information, or guide to reader. Exposition trade on alinea developing strategy such as; example, process, cause-effect, clasification, defenition, analysis, comparation, and contras).<sup>7</sup>

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<sup>6</sup>David Nunan, *Practical English Language Teaching*, (America: The MC. Grow Hill Companies, 2003), p.88.

<sup>7</sup>A Chaedar Alwasilah & Senny Suzanna Alwasilah, *Pokoknya Menulis: Cara Baru Menulis Dengan Metode Kolaborasi*, ( Bandung: PT Kiblat Utama, 2007),p. 111



## CHAPTER II

### LITERATUR REVIEW

#### A. Theoretical Description

##### 1. Writing

###### a. The Defenition of Writing

Writing is activity to write our ideas and make it in to written text as tool of communication. Then supported by expert's statement, they are David Nunan and A.S Hornby. According to David Nunan language language generated by the students ( in speech and writing) is referred as productive. Language directed at the students ( in reading and listening) is called receptive.<sup>1</sup>

Writing is a system for interpersonal communication using visible signs or graphic symbols on a plat surface such as in paper. Yet, not everyone is able to write, even though every normal person is able to speak his native language from the first few years of his life. We acquire the ability to speak at home without systematic instruction. But writing is different. We need to be taught how to write first. It is usually in school that we learn to write. In writing, we must master vocabulary and know how to use grammar in making

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<sup>1</sup>David Nunan, *Practical English Language Teaching* (New York: MC Gran Hill, 2003), p.48.

text or sentences. On the other hand, according to A.S Hornby, writing is written works of author or person's hand writing.<sup>2</sup>

In addition according to David Nunan says: writing is both a physical and a mental act. At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer.<sup>3</sup>

### **b. Kind of Writing**

There are some kinds of writing:

#### 1) Announcement

Announcement is statement made formally and publicly to the press for mass distribution. Announcement can be made in response to something such as rumors, or can be made for positive reasons such as introduction of a new product or practice.

#### 2) Invitation

Invitation is a written or spoken request for someone to go somewhere or to do something, the act of inviting someone, and something that encourages someone to do something or that makes something more likely to do happen.<sup>4</sup>

#### 3) Essay

Essay is a short literacy composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative and anything resembling such a composition.

#### 4) Letters: Because the ability to communicate effectively is increasingly valuable, letter writing is a useful skill. There is a long tradition of publishing letters, so take extra care with those emails you're shooting off to friends, family, and business associates. In fact, one way to get published if you don't have a lot of clips and credits is to write letters to the editor of a News publication.<sup>5</sup>

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<sup>2</sup>A.S. Hornby, *Oxford Learner's Pocket Dictionary* ( New York: University Press, 2000), p.502.

<sup>3</sup>David Nunan. Op.Cit, p. 91.

<sup>4</sup> [www.merriamWebster.com/invitation](http://www.merriamWebster.com/invitation) Retrived on Friday, Sept 28<sup>th</sup> 2017, 01.47

<sup>5</sup> [http:// www.Writing forward.com/ creative-writing](http://www.Writingforward.com/creative-writing). Retrived on Sunday, Sept 17<sup>th</sup> 2017, 11.00 pm.



### c. The Writing Process

Writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process.

First a warning. They're not really "steps," not in the usual sense anyway. You don't write by (1) doing all your thinking, (2) finishing a draft, and then (3) completing a revision. Actually you do all these things at once.

If that sounds mysterious, it's because writing is a complex activity. As you think about a topic you are already beginning to select words and construct sentences—in other words, to draft. As you draft and as you revise, the thinking goes on: you discover new ideas, realize you've gone down a dead end, discover an implication you hadn't seen before.

It's helpful to conceive of writing as a process having, in a broad and loose sense, three steps. But remember that you don't move from step to step in smooth and steady progress. You go back and forth. As you work on a

composition you will be, at any given point, concentrating on one phase of writing. But always you are engaged with the process in its entirety.<sup>6</sup>

#### 1) Looking for Subjects

People write for lots of reasons. Sometimes it's part of the job. A sales manager is asked to report on a new market, or an executive to discuss the feasibility of moving a plant to another state. A psychology student has to turn in a twenty-page term paper, or a member of an art club must prepare a two-page introduction to an exhibit. In such cases the subject is given, and the first step is chiefly a matter of research, of finding information. Even the problem of organizing the information is often simplified by following a conventional plan, as with scientific papers or business letters. Which is not to dismiss such writing as easy. Being clear and concise is never easy. (To say nothing of being interesting!) But at least the writing process is structured and to that degree simplified.

At other times we write because we want to express something about ourselves, about what we've experienced or how we feel. Our minds turn inward, and writing is complicated by the double role we play. / am the subject, which somehow the / who writes must express in words. And there is a further complication. In personal writing, words are not simply an expression of the self; they help to

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<sup>6</sup>Ibid, p. 25.

create the self. In struggling to say what we are, we become what we say. Such writing is perhaps the most rewarding kind. But it is also the most challenging and the most frustrating. We are thrown relentlessly upon our own resources. The subject is elusive, and the effect can be a kind of paralysis. And so people say, "I can't think of anything to write about." open yourself to experience. To look around. To describe what you see and hear. To read. Reading takes you into other minds and enriches your own. A systematic way of enriching your ideas and experiences is to keep a commonplace book and a journal.

## 2) Exploring for Topics

Before beginning a draft, you need to explore a subject, looking for topics (*Subject* refers to the main focus of a composition; *topic* to specific aspects of the subject).

The subject of this book is writing. Within that subject grammar, sentence style, and so on, are topics. Any topic, of course, can itself be analyzed into subtopics. Some people like to work through a subject systematically, uncovering topics by asking questions. Others prefer a less structured, less analytical approach, a kind of brainstorming. They just begin to write, rapidly and loosely, letting ideas tumble out in free association. Then they edit what they've done, discarding some topics, selecting others for further development.

Neither way is "right"-or rather both are right. Which you use depends on your habits of mind, how much you already know about a subject, and of course the subject itself. If you are writing about something that is easily analyzed-why one candidate should be elected, for instance, rather than some other-and if you've already thought a good deal about the matter, the analytical, questioning approach is better. But if your subject is more nebulous-your feelings about war, say-and you have not thought long and hard, you may get stuck if you try systematic analysis. It might be better to scribble, to get ideas on paper, any ideas, however far-fetched, *in whatever order*.

These are general questions, of course; and they are not the only ones you might ask. Particular subjects will suggest others. Nor will all of these questions be equally applicable in every case. But usually five or six will lead to topics. Suppose, for example, you are interested in how young adults (20 to 30) in the 1990s differ from similar people in the 1960s. Try asking questions. Consider definition. What do you mean by "differ"? Differ how? In dress style? Eating habits? Political loyalties? Lifestyle? Attitudes toward ? Toward success, work, money?

Already you have topics, perhaps too many. Another question suggests itself: Which of these topics do I want to focus on? Or, put another way: How shall I limit the subject? The choice would

not be purely arbitrary; it would depend partly on your interests and partly on your ambitions.

### 3) Making a Plan

You've chosen a subject (or had one chosen for you), explored it, thought about the topics you discovered, gathered information about them. Now what? Are you ready to begin writing?

Well, yes. But first you need a plan. Perhaps nothing more than a loose sense of purpose, held in your mind and never written down—what jazz musicians call a head arrangement. Head arrangements can work very well—if you have the right kind of head and if you're thoroughly familiar with the subject.

Many of us think better if we write down our ideas. That's all a statement of purpose is really, thinking out loud, except with a pencil. The thinking, however, is not so much about the subject itself as about the problems of focusing and communicating it.

### 4) Drafts and Revisions

A *draft* is an early version of a piece of writing. Most of us cannot compose anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better the result.

A draft is not the end product; it is tentative and imperfect. Writing becomes impossible if you try to do it one polished sentence at a time. You get lost looking for perfection. Rough out your report or article, *then* develop and refine, keeping the total effect always in mind. Don't linger over small problems. If you can't remember a spelling, get the word down and correct it later. If you can't think of exactly the term you want, put down what you can think of and leave a check in the margin to remind yourself to look for a more precise word. Your main purpose is to develop ideas and to work out a structure. Don't lose sight of major goals by pursuing minor ones—proper spelling, conventional punctuation, the exact word.

Some people prefer to draft with a pen or pencil; others can work successfully on a typewriter or word processor. If you draft in longhand, skip every other line and leave adequate margins: you will need the space for revisions. If you type, double space. Use only one side of the paper, reserving the other side for extensive changes or additions.<sup>7</sup>

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<sup>7</sup>Ibid.

#### d. The Components of Writing

There are some components in writing:

##### 1) Grammar

*Grammar* means the rules which structure our language. The sentence

"She dresses beautifully" is grammatical. These variations are not:

Her dresses beautifully.  
Dresses beautifully she.

The first breaks the rule that a pronoun must be in the subjective case when it is the subject of a verb. The second violates the conventional order of the English sentence: subject-verb-object. (That order is not invariable and may be altered, subject to other rules, but none of these permits the pattern: "Dresses beautifully she.")

Grammatical rules are *not* the pronouncements of teachers, editors, or other authorities. They are simply the way people speak and write, and if enough people begin to speak and write differently, the rules change.

##### 2) Mechanics

In composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics. These sentences violate other rules of mechanics:

she dresses beautifully  
She dresses beautifuly.

Conventions of writing require that a sentence begin with a capital letter and end with full-stop punctuation (period, question mark, or exclamation point). Conventions of spelling require that beautifully have two Is. The rules gathered under the heading of mechanics attempt to make writing consistent and clear. They may seem arbitrary, but they have evolved from centuries of experience. Generally they represent, if not the only way of solving a problem, an economic and efficient way. Along with mechanics we include punctuation, a very complicated subject and by no means purely mechanical. While some punctuation is cut-and-dried, much of it falls into the province of usage or style. Later, in the chapter on punctuation, we'll discuss the distinctions between mechanical and stylistic uses of commas, dashes, and so on.

Grammar, usage, and mechanics establish the ground rules of writing, circumscribing what you are free to do. Within their limits, you select various strategies and work out those strategies in terms of words, sentences, paragraphs. The ground rules, however, are relatively inflexible, broken at your peril. It is not always easy to draw the line between grammar and usage or between usage and style. Broadly, grammar is what you must do as a user of English; usage, what you should do as a writer of more or less formal (or informal) English; and style, what you elect to do to work out your strategies and realize your purposes. "Her dresses beautifully," we said, represents an error in grammar, and "She dresses



beautiful," a mistake in usage. "She dresses in a beautiful manner," however, is a lapse in style.

The sentence breaks no rule of grammar or of usage, but it is not effective (assuming that the writer wants to stress the idea of "beauty"). The structure slurs the emphasis, which should be on the key word and which should close the statement- " She dresses beautifully."

Most of our difficulties with words and sentences involve style. For native speakers, grammar-in our sense-is not likely to be a serious problem. Usage (which includes much of what is popularly called "grammar") and mechanics are more troublesome. But generally these require simply that you learn clearly defined conventions. And having learned them, you will find that rather than being restrictive they free you to choose more effectively among the options available to you as a writer.

Style is less reducible to rule, and more open to argument. No one can prove "She dresses in a beautiful manner" is poorer than "She dresses beautifully." (One can even imagine a context in which the longer sentence would be preferable.) Even so, it violates a principle observed by good writers; use no more words than you must. You may think of that principle as a "rule" of style. We shall discuss and illustrate that and other stylistic "rules," but remember: they are generalizations about what good writers do, not laws dictating what all writers must do.

### 3) Organization

A paragraph is a group of related statements that a writer develops about a subject. Each paragraph is a separate unit marked by identification the first word from the left-hand margin, or by leaving extra space above and below the paragraph. A composition is a piece of writing that has more than one paragraph. It is divided into three parts: a beginning, middle, and an end. The beginning is called the introduction, the middle is called the body and the end is called the conclusion.<sup>8</sup>

### 4) Content

Three elements shape the content of each paragraph:

1. Purpose (The reason the writer composes the paragraph).
2. Tone (The attitude the writer conveys about the paragraph subjects).
3. Audience (The individual or group whom the writer intends to address).<sup>9</sup>

## 2. Definition of Analytical Exposition

### a) Definition

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

### b) Social Function

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<sup>8</sup>Alice Oshima, Ann Hogue, *Introduction To Academic Writing* (United State Addison-Wesley Publishing, 1998), p.4.

<sup>9</sup>Scott McLean, *successful writing* ( Arizona: Arizona College, 2012), p.295.

To persuade the reader or listener that something is the case or the idea is important matter.

c) Generic structure

- 1) Thesis: Introducing the topic and indicating the writer's position or it is the main topic of discourse in analytical exposition essay. Commonly the thesis will be placed in the first paragraphs. It also functionalize of introduction of the text. From the text above we see that choosing school will be wiser and safer if it is based on the status of the school; accredited or not.
- 2) Arguments: Explaining the argument to support the writer's position, the arguments are the heart of an analytical exposition. Explain the other arguments support the writer's position more the absence of argument, analytical will just talk nothing since a thesis must be evaluated, whether it is true or false later, it does not matter. From the analytical exposition sample above, we see an accredited school graduate will hold better opportunity. Additionally choosing school based on short term interests seem to be less benefit in the end.
- 3) Reiteration: Restating the writer's position or it is the writer's thesis which is re-stated in another word. The purpose is to strengthen the thesis. We realize that choosing an accredited school is really important.<sup>10</sup>

d) Significant grammatical Features

- 1) Focus on generic human and nonhuman participants.
- 2) Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
- 3) Need material processes. It is used to state what happens, for example: has polluted, etc.
- 4) Use of simple present tense.
- 5) Use of relational processes.
- 6) Use of internal conjunction to state argument.
- 7) Reasoning through casual conjunction or nominalization.

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<sup>10</sup>Sartono, *Modul Pembelajaran SMA Negeri 2 Mataram Mata Pelajaran Bahasa Inggris* (Mataram: SMA Negeri 2, 2009), p.4.

e) Sentence connectors to link arguments

- 1) One important effect
- 2) In addition
- 3) Furthermore
- 4) Moreover
- 5) Besides
- 6) Also
- 7) Next
- 8) Last
- 9) Firstly
- 10) Secondly
- 11) Thirdly
- 12) Finally

f) Phrase for making conclusion

- 1) One thing is clear...
- 2) From the facts above, I personally believe...
- 3) From the reason listed above, I conclude that...
- 4) Therefore...
- 5) My conclusion is that...
- 6) It can be concluded that...
- 7) In summary
- 8) Thus...
- 9) In brief...
- 10) In short...
- 11) We can see that...
- 12) It is clear that ....
- 13) There can be no doubt that...
- 14) The evidence suggests that...

g) Conjunctions

- 1) To express time :after, before, since, until, when, while, as
- 2) To express cause : because, since, as
- 3) To express condition : if, unless
- 4) To express contrast : although, even though, though
- 5) To express purpose : in order to, so that
- 6) To express identification : that, when, where, which, who

## h) Example of Analytical Exposition Text

### Over-eating

Over eating is one of the most wonderful practicing among those who think that they can afford it. In fact, authorities say that nearly all who can get as much as they desire, over-eat to their disadvantage.

This class of people could save a great deal more food by missing one meal per week and at the same time they could improve their health.

A heavy meal at night, the so-called “dinner”, fashion with many and it is taken shortly before resting. It is unnecessary and could forgone, not only once a week but daily without loss of strength. Five hours needed to digest food. While sleeping, the food not required to give energy for work, is in many cases converted into, excess fat, giving rise to obesity. The evening meal should be light, taken four hours before sleeping. This prevents obesity, conserves energy and reduces the cost of food.<sup>11</sup>

## B. The Review of Related Finding

Many of research which related to this research, some researchers had been done as follow:

Rika Rahmadani has done research in SMA N 2 Sungai Limau with title “An Analysis of The Second Grade Students’ Writing Ability on An Analytical Exposition Text At SMA N. 2 Sungai Limau”. The students’ ability in writing an analytical exposition text was moderate. It was indicated by the fact that 63.04 % students had moderate ability. It means that students still did not understand well to write an analytical exposition text. The researcher assumed that the problem may be caused they did not understand about the analytical exposition text. The students did not write the idea correctly. They did not write general classification by classifying similar ideas.

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<sup>11</sup> Nursahid and Alfian Mutaqin, *New light*. Jakarta Timur: PT Pabelan Cerdas Nusantara, 2005

In general, the findings of this study showed that The Students' Writing Ability of The Second Grade On an Analytical Exposition Text Students At SMA N. 2 Sungai Limau was moderate. This conclusion was indicated by the fact that there were 3 students (6.52 %) who had high ability, 29 students (63.04 %) who had moderate ability and 14 students (30.43) who had low ability.

The ability of the second grade students at SMA N 2 Sungai Limau in expressing the idea (content) was moderate. It was proved by the fact that 37 out of 46 students (80.43 %) had moderate ability. The ability of the second grade students at SMA N 2 Sungai Limau in using organization was moderate. It was proved by the fact that 23 out of 46 students (50 %) had moderate ability.

Second, Enuy Nuriyanah<sup>1</sup>, had done research with title "Improving Students' Ability To Write Analytical Exposition Through Mind Mapping". The writing score of the students in average is 70. It is under the standard score of English subject which is 75. The writer assumes that the students face some difficulties in writing activity. Commonly, they do not know how to express their ideas and put it into a paper. First, they feel hard to begin writing and do not know what they should write in the first time. Second, they are difficult to express their thought in their mind. The last, they do not have enough time to finish their work.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of The Research

This research had been done at SMA Negeri 3 Padangsidempuan. It is located at Jl. Perintis Kemerdekaan KM.4, Padangsidempuan. The subject of this research at the grade XI students of SMA Negeri 3 Padangsidempuan 2017/2018 Academic years.

This research is done from arranging proposal until finishing the thesis; it will be done from January until May 2018.

#### B. The Research Design

This research uses quantitative Qualitative approach. L.R Gay states that quantitative is method to describe condition of the present time naturally.<sup>1</sup>Qualitative research is a broad methodological approach that encompasses many research method. The aim of qualitative research may vary with the disciplinary background, such as a psychologist seeking to gather an in-depth understanding of human behavior and the reasons that govern such behavior. Qualitative methods examine the *why* and *how* of decision making , not just *what, where, when,* or "who", and have a strong basis in the field of sociology to understand government and social programs. Mixed methods

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<sup>1</sup>L.R Gay and Peter Airasian, *Educational Research: Competencies For Analysis and Application* (USA: Merril Publishing Company, 2000), p.279.

procedures employ aspects of both the research. Then the procedures involve identifying the type of mixed strategy of inquiry.<sup>2</sup> The kind of the research method is the descriptive research. Typical descriptive studies are concerned with the assessment of attitude, opinions, preferences, demographic, practice and procedure. It involves collecting data in order to test hypotheses or to answer question about the opinions of people about some topic or issue. A high percentage of all research studies are descriptive in nature. Surveys are used in many fields, including education, political science, sociology, and economics. Descriptive studies are commonly classified in terms of how data are collected, through self-report or observation. The most common self-report approaches are questionnaires, telephone surveys, and interviews. Self-report research quantifiable information from all members of a population or sample.<sup>3</sup> So, this research purposes to describe “The Difficulties of Eleventh Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text.

### **C. The Population and Sample**

Suharsimi Arikunto states that population is a set or collection of all elements possessing one or more attributes of interest.<sup>4</sup> The classes, families living in the city or electorates from which you select your sample are called also

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<sup>2</sup>John W. Creswell, *Research Design: Quantitative, Qualitative and Mixed Method Approach, Second Edition*. (India: Sage Publication, Inc. 2003). P. XXXIV.

<sup>3</sup>Ibid.315

<sup>4</sup>Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktek*, Cet.12, (Jakarta: PT.Rineka Cipta, 2002), p.108.



the population.<sup>5</sup> So, the population of this research is grade XI students at SMA Negeri 3 Padangsidimpuan academic year 2016/ 2017, presented as follows:

**Table 1**  
**Grade XI Students at SMA Negeri 3 Padangsidimpuan**  
**Academic Year 2017/ 2018**

D.

No	Classroom	Male	Female	Amount
1	XI IPA 1	13	22	35
2	XI IPA 2	9	20	30
3	XI IPA 3	3	32	35
4	XI IPA 4	8	27	35
5	XI IPA 5	5	32	35
6	XI IPA 6	4	29	33
<b>Total Number</b>				<b>203</b>

While, sample is the process of selecting a number of individuals for a study in suchs way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population.<sup>6</sup> Therefore, the purpose of sampling is to gain information about the population by using the sample.

Then, the small group of students, families or electors from whom you collect the required information to estimate the average age of the class, average income or the election outcome is called *the sample*.<sup>7</sup> The population in this research is big enough and homogenous, so it needs to be classified into classes or groups. Therefore, in this sample the analysis is not for individual but for the groups or classes consists of several individuals. Hence, the suitable sample used

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<sup>5</sup>Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3<sup>rd</sup> ed, (India: SAGE Publication, 2011), p.194.

<sup>6</sup>L.R.Gay and Peter Airasian, *Op. Cit.*, p.121.

<sup>7</sup>Ranjit Kumar, *Op. Cit.*, p.129.

in this research is purposive sampling. A purposive sampling is a nonprobability sample that is selected based on characteristics of a population and the objective study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly and where sampling for proportionality is not the main concern. The sample is 35 takes from XI IPA 1.

#### **D. The Instrument of the research**

Whether you are testing hypotheses or seeking answers to questions, you must decide on a method or instrument to collect your data. When selecting a method or instrument, a number of factors must be considered. The major point to remember, however, is that you should select or construct an approach that will provide pertinent data about the topic or hypothesis of your study.<sup>8</sup> Instrument is a tool that used to collect the data.

##### 1) Writing Test

To collect the data, it used writing test in this research. The researcher provided 3 topics for tryout class (“Writing is a great for money online”, “Why is learning English important?”, and “Global Warming”, and then 3 topics, the student choose 1 topic dominantly as measurement for the writing ability. Based on tryout class, it was chosen 1 topic for sample class.

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<sup>8</sup>*Ibid*, p.145.

The research was conducted to reveal the students' ability in writing an analytical exposition text. There were four indicators to be tested, they are; grammar, mechanic, organization and content. The students were given 60 minutes to write the text.

**Table 1. Analytic Scale for Rating Composition tasks<sup>9</sup>**

Aspect	Criteria	Score
Content	1. Main ideas stated clearly, and accurately, change, of opinion very clear.	20-18
	2. Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	17-15
	3. Main ideas same what unclear and inaccurated, change, of opinion somewhat weak.	14-12
	4. Main ideas not clear or accurate, change of opinion weak.	11-6
	5. Main ideas not all clear or accurate, change of opinion veryweak.	5-1
Organization	1. Well organization and perfectly coherent.	20-18
	2. Fairly well organized and generally coherent.	17-15
	3. Loosely organized but main ideas, logical but in complete sequencing.	14-12
	4. Ideas disconnected, lacks logical sequencing.	11-6
	5. No organization, in coherent	5-1

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<sup>9</sup>H. Douglas Brown, *Language Assesment: Principle Classroom Practise*( USA: Pearson Education, 2004), p.24 4.

Vocabulary	<ol style="list-style-type: none"> <li>1. Very effective choice of word and use of idioms and words forms.</li> <li>2. Effective choice and use idioms and word of forms.</li> <li>3. Adequate choice of words but some misuse of vocabulary, idioms and words forms.</li> <li>4. Limited range, confused use of words, idioms and words forms.</li> <li>5. Very limited range, very poor knowledge of words, idioms, and words forms.</li> </ol>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>
Grammar	<ol style="list-style-type: none"> <li>1. No error, full control of complex structure.</li> <li>2. Almost no error, good control of structure.</li> <li>3. Some errors, fair control of structure.</li> <li>4. Many errors, poor control of structure.</li> <li>5. Dominate by errors, no control of structure.</li> </ol>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>
Mechanic	<ol style="list-style-type: none"> <li>1. Mastery of spelling and punctuation.</li> <li>2. Few errors in spelling and punctuation.</li> <li>3. Fair number of spelling and punctuation errors.</li> <li>4. Frequent errore in spelling and punctuation.</li> <li>5. No control over spelling and punctuation.</li> </ol>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>

**Table 3. Score of The Result Test**

<b>Range of Real Score</b>	<b>Frequency</b>
80-100	Excellent
61-80	Good
41-60	Enough
21-40	Poor

- Interviews

An interview is purposeful interaction, usually between two people focused on one person trying to get information from the other person. In this research only interview with English teacher.

#### **E. The Validity of This Research**

The researcher uses content validity to establish the validity of the instrument. The researcher takes content validity because it refers to the extent to which instrument represents the content of interest. Content validity is the degree to which a test measures an intended content area. Item validity is concerned with whether the test items are relevant to measurement of this intended content area.

Content validity is of particular important for achievement tests. A test score cannot accurately reflect a student's achievement if it does not measure what the student was taught and was supposed to learn. Content validity is determined by expert judgment. These experts carefully review the process used

to develop the test as well as the test its self, and they make judgment concerning how well items represent the intended content area.<sup>10</sup>

The researcher has validated the writings test, the writing test means to analyze the items of the test comprehensively. In this case, because the function of the test is to measure the student's writing ability, so the test should be test writing it selfs. This process of analysis has showed the content validity of the test.

So, the researcher concludes that writing test was validated by checking the writing test to the expert the students. The English teacher will check and recheck whether the writing test topic has been suitable to the syllabus, curriculum and the test will be signed by the English teacher.

#### **F. The Technique of Data Analysis**

After collecting the data, the researcher analyzed the result of the research. The researcher analyzed the data in several steps: first, the students writing were scored by the five scorers such as: content, organization, grammar, mechanic, or style and quality of expression. Second, after all of the students' text were scored, the students' score from all of the scorers in writing test added and divided by the researcher to get the average of the students' score in writing an analytical exposition text. To analyze it, the researcher use Suharsimi's formula.

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<sup>10</sup>*Ibid*, p. 164.

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

Where:

$M_x$  : Mean of the students' score  
 $\sum x$  : Total of the students' score  
 $N$  : Total of students

In the last step, the students' ability in writing classified with excellent, good, enough, and poor qualities.

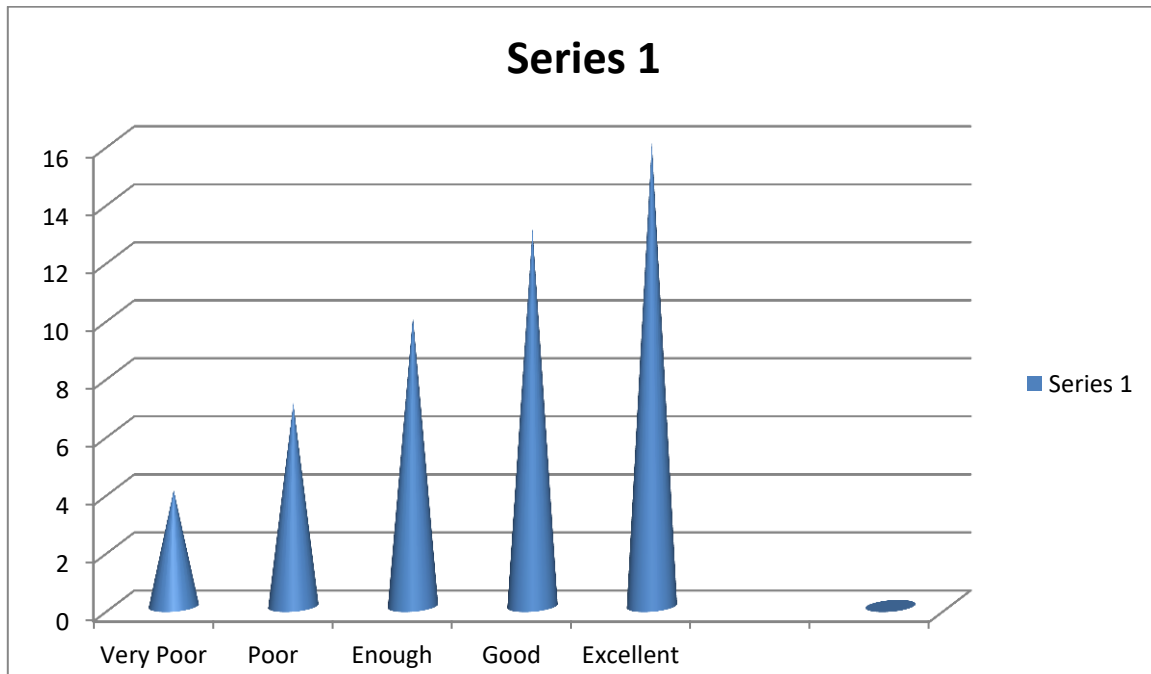
## CHAPTER IV

### ANALYSIS OF THE DATA

#### A. Data Description

To understand this research easily, it was described based only one variable. The researcher used the instrument to collecting the data. It is the essay test about analytical exposition text and consists of 5 items; Grammar (G), mechanic (M), organization (O), content (C) and style and quality (SQ).The researcher had given test about analytical exposition text to 35 students.

##### 1. Students' ability in Grammar.



No.	Statistic	Variable	Frequence
1	Excellent	16-20	0
2	Good	13-15	9
3	Enough	10-12	19
4	Poor	7-9	0



5	Very Poor	4-6	7
Mean			10.31

The difficulties faced by features of sources and language target are different. Students make mistake because they do not know the target language very well. It can be said that students have lack knowledge of target language. One of them is lack of grammar knowledge of the target language. It means that use of correct grammar will influence the sense of students' writing in order to catch reader interesting with analytical exposition text that the students write.

There are some mistake that made by student in grammar:

a) To Infinitive

An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with to + base form of the verb. Ex: to buy, to work

▪ Mhd. Ryan Fitra Alfafa

False : Because social media give me much information and help me to communication with my old friends.

True : Because social media give me much information and help me to communicate with my old friends

b) Modal Auxiliary

Modal verbs are a part of the larger category called *auxiliary verbs* which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called *modal auxiliaries*.

The following words are modal verbs: Can, Could, May, Might, Must, Shall, Should, Will, Would. They are modal auxiliary verbs that provide additional

information about the verb that follows it. Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question).

- You can go now. (= permission)
- I can play the guitar. (= ability)

▪ Anita Rahmadani

False : This is because global warming can threaten the lives of creatures on Earth.

True : This is because global warming can threat the lives of Creatures on Earth.

c) Compound Sentence

A compound sentence has at least two independent clauses that have related ideas. The independent clauses can be joined by a coordinating conjunction (there are seven—for, and, nor, but, or, yet, so) or a semicolon.

▪ Andi Alpian Simamora

False : Therefore we must be grateful with existing social media and must use social media in a positive direction.

True : Therefore we must be grateful with existing social media and use it in a positive direction.

## d) Tenses

## ▪ Revina Desty Sitompul

False : Hot waves, storms and flood are be coming more  
extrem.

True : Hot waves, storms and flood shall be coming more  
extrem.

## e) Adverb of manner

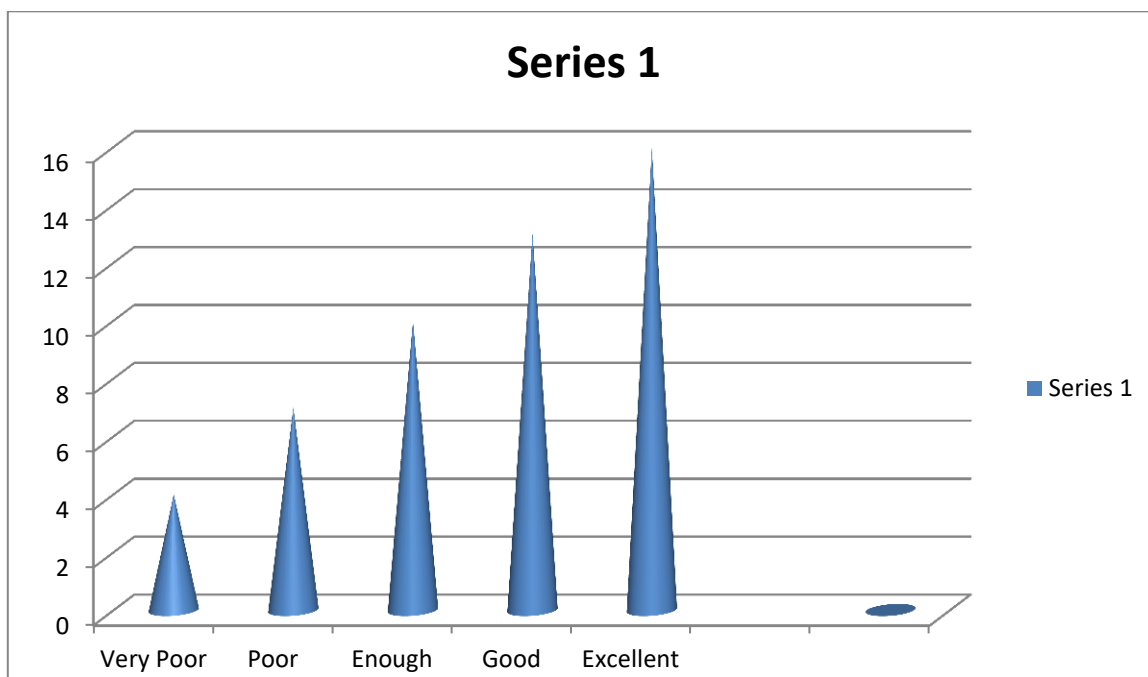
Adverbs of manner tell us **how** something happens. They are usually placed  
either after the main verb or after the object.

## ▪ Yusnita Adelina

False : Social media will give impact if we use in positive

True : Social media will give impact if we use positively

## 2. Students' ability in mechanic.



No.	Statistic	Variable	Frequence
1	Excellent	16-20	0
2	Good	13-15	4
3	Enough	10-12	13
4	Poor	7-9	11
5	Very Poor	4-6	7
Mean			9.48

Students lack of mechanic, it was found that many of mistake when using punctuation. In a sense, punctuation helps put into writing that we do naturally when speak. In other words, we breathe, get excited and communicate with whole sentences through the use of punctuation.

There are some mistakes the using punctuation:

1) Comma

▪ Desi Wahyuni

False : So that global warming does not happen

True : So that, global warming does not happen.

▪ Yeni Octaria Ritonga

False : Then make global warming there

True : Then, make global warming there

▪ Aida Febrina Siregar

False : If we use social media for positive thing we will get  
big advantage

True : If we use social media for positive thing, we will get  
big advantage

2) Full stop

▪ Widia Anggraini B.B

False : Social media is the way we look for lesson  
information and anything

True : Social media is the way we look for lesson  
information and anything.

There are some mistakes in spelling:

▪ Andi Alpian

False : Social media is a very global Commutation

True : Social media is a very global communication

▪ Faturrahman Saleh

False : In the social medi

True : In the social media

▪ Widia Anggraini B.B

False : And I do not agree with other use of social media  
because there are bad Affects

True : And I do not agree with other use of social media  
because there are bad effects

### 3. Students' ability in organization



No.	Statistic	Variable	Frequence
1	Excellent	16-20	0
2	Good	13-15	5
3	Enough	10-12	25
4	Poor	7-9	2
5	Very Poor	4-6	3
Mean			10.57

There some mistakes in organization

- Nisrina Naziha

Is Social Media Good For You

Social media is an application that contains about the world, education and even personality. Or, social networking is a form of internet service that

is designed as an online community for people who have similar activities, interest in certain areas, or similar background.

Social media can have a positive impact and also have a negative impact. Positive impact may help us in many areas such as education, business, and life. The negative impact can be seen in our own lives that many underage children who see sites that are inappropriate sites.

➤ Thesis

She is good in thesis because make as well as.

➤ Argument

- Social media can have a positive impact and also have a negative Impact.
- Positive impact may help us in many areas such as education, business, and life.
- The negative impact can be seen in our own lives that many Underage children who see sites that are inappropriate sites.

She can serve the positive and negative effect but there is not elaboration.

So, the reader doesn't understand clearly.

➤ Re- iteration

She doesn't make re-iteration or conclusion.

- Indah Ayu Lestari

Is Social Media Good For You

Social media is an application that contains about the world education, and even personality. I think the social media has its shortcomings and advantages but if we misuse it then shortcomings or badness more.

I choose that social media is good for myself because I use it for school work or communicate with friends.

- Thesis

Lack in thesis

- Argument

- I choose that social media is good for myself because I use it for school work or communicate with friends.

She still has difficulties to make argument.

- Re-iteration

Doesn't re-iteration

- Ivan Azhari

Reckon to me social media very good for you because social media is a medium of information for you about problem learning and latest news

- Thesis

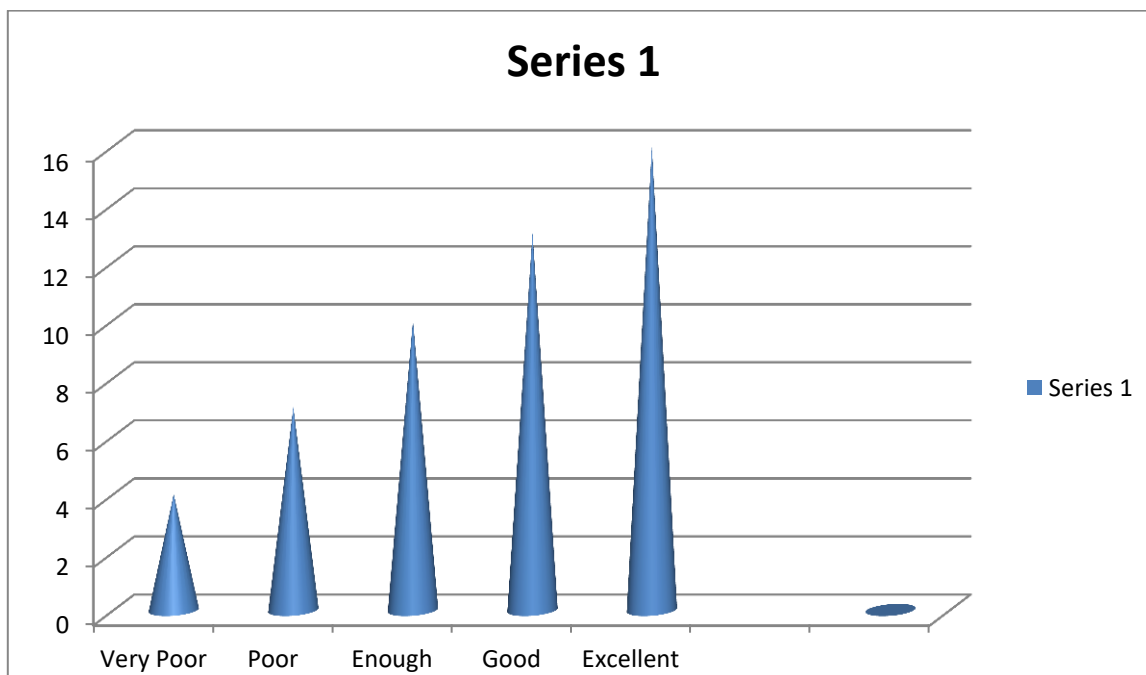
He made thesis but only one sentence

- No argument

- No Re-iteration



## 4. Students' ability in Content



No.	Statistic	Variable	Frequence
1	Excellent	16-20	0
2	Good	13-15	4
3	Enough	10-12	24
4	Poor	7-9	1
5	Very Poor	4-6	6
Mean			9.60

There are some students who lack in content:

- Ahmad Ariadi

Global warming this is warming for human because radiance sun get to dead, therefore we have to help for global with planting one thousand.

Therefore we will help to global.

- He only make one sentence

- Indah Ayu Lestari

#### Is Social Media Good For You

Social media is an application that contains about the world education, and even personality. I think the social media has its shortcomings and advantages but if we misuse it then shortcomings or badness more.

I choose that social media is good for myself because I use it for school work or communicate with friends.

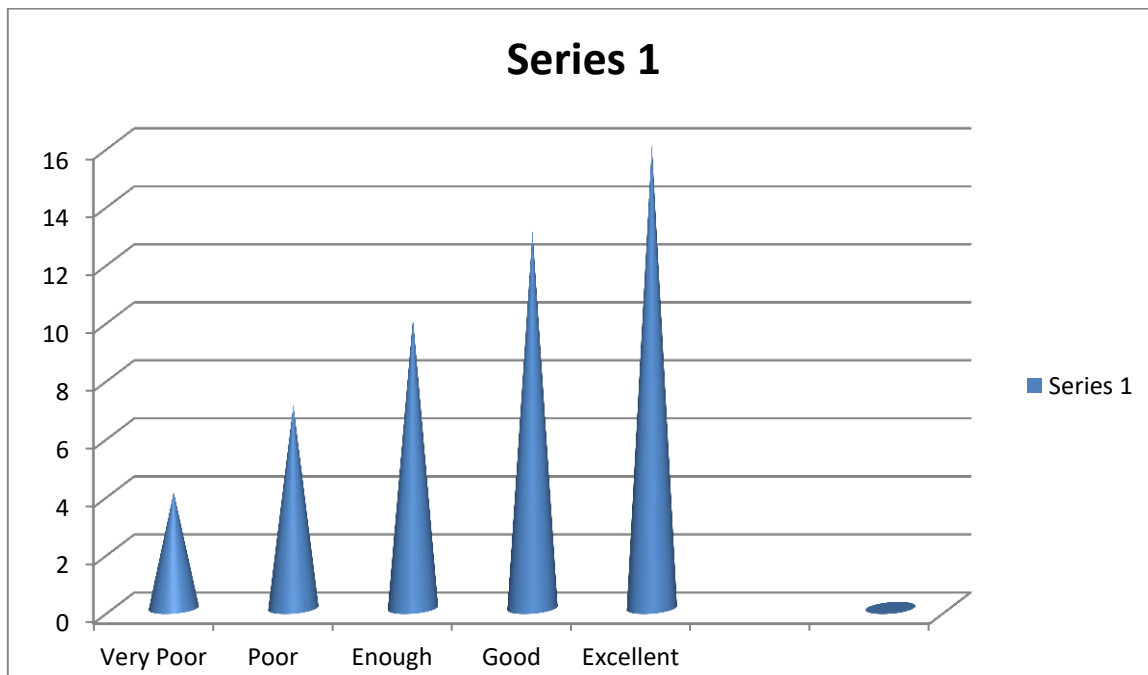
- Lack in content because she doesn't explain the advantage and disadvantage.

- Ika Mora Anggita

I am very concerned about the earth due to global warming. I do not agree because global warming is happening on earth is causing damage to nature and harm the community. So that global warming does not happen, so we must pay attention to the natural surroundings, so as not to happen global warming.

- She says the global warming harm to the community but she doesn't say why it happens.

## 5. Student ability in style and quality



No.	Statistic	Variable	Frequence
1	Excellent	16-20	0
2	Good	13-15	1
3	Enough	10-12	30
4	Poor	7-9	1
5	Very Poor	4-6	3
Mean			9.82

Vocabulary is another difficulty that students face in writing. One of the best ways to convey the ideas accurately in an essay is by choosing the right word. By doing this, students ensure the reader understand about what they write. So, by using appropriate words, writer can convince and attract readers' interest to read. Reader will keep reading when they find words that can give meaning for them and always remember those words.

Lack vocabulary make students cannot express their idea. They do not know what words they have to use to put their though in their writing. Also, students use same words in different context. This will influence the students' writing quality.

There are some vocabularies that in an appropriate:

- Sholeh Anugrah Daulay
  - False : Arctic sea ice is melting resulted of global warming too.
  - True : Arctic sea ice is melting caused by global warming too.
  
- Olivia Andriani
  - False : I also do not agree on the consequences that are caused by global warming.
  - True : I also do not agree on the impact that are caused by global warming.
  
- Tazkya Aulia Rahma
  - False : Another cause of global warming is air pollution caused by factories and smoke of the vehicle.
  - True : Another cause of global warming is air pollution caused by Carbon dioxide.

**Table III**  
**The Resume of Variable Score of Analytical Exposition Text**

No.	Statistic	Variable	Frequence
1	Excellent	81-100	0
2	Good	61-80	6
3	Enough	41-60	22
4	Poor	21-40	7

Mean	50.31
------	-------

From the table above, it was known the high score of variable of writing analytical exposition text had been searched by 35 students based on the total of sample research were high score 75, low score 25, and mean score 50.31. See appendix 2. Based on the calculation means score above 50.31. It is can be known from the table interpretation mean score in chapter III.

Based on the students' ability in writing analytical exposition text above can be drawn at histogram.



## **B. Teacher's effort to solve the problem**

There are some difficulties faced by students in SMA Negeri 3 in writing analytical exposition text and solved by teacher:

1. The first is grammar

The teacher taught the students in grammar with text without tenses learning especially. The teacher only focus to develop sentence and paragraph after that try to analyze the grammar feature by using text with the students's around phenomena. The teacher explain tenses, modal auxiliary, adverb and to infinitive which adjust with analytical exposition text.

2. The second is mechanic

The teacher gave the students exercise to analyze the punctuation that served by text. Not only that, teacher also gave task to make essay with using punctuation and more exercise. The last, teacher collected their task and made correction. So the students knew the false.

3. Content, organization and (style and quality)

The teacher taught the analytical exposition by using repeat method with exercise. After that, students knew their ability in vocabulary then try to memorize as much as possible. So, the students competence to make elaboration will arise. Studens also able to categorize thesis and argument and make good analytical exposition text with appropriate vocabulary.

### C. Discussion

The results of this research that title “The Difficulties of Elevent Grade Students of SMA Negeri 3 Padangsidempuan in Writing Analytical Exposition Text”, from five indicators only organization that reach mean score 10.57 although still far from high score expectation is 20. It means students experience difficult to make coherently and organizationally. As we know, the coheren and organizationally can build the text as well as and make the reader easier to understand the text. Beside that, students also weak to make elaboration so influence the readers’ belief to do or not like writer hopely. Then, Talking about grammar, students’ means score is 10.31. Students still didn’t understand the using of; tenses, adverb of manner, modal auxiliary, and to infinitive. The third, students’ mean score on mechanic is 9.48. In mechanic, its so simple to understand of the using, but almost of them have problem in this indicator. Fourth, The students’ means score in style and quality is 9.54. The last, students’ mean score in content is 9.60. Style and quality influence to content, then the appropriate word and rich vocabulary can make good content. But some of student weak in vocabulary. After analyze the result, the researcher can describe the students’ difficulties almost at all indicator but the dominant difficult is mechanic.

This category related with the researcher before that had been researched the first by Rika Rahmadani has done research in SMA N 2 Sungai Limau with title “An Analysis of The Second Grade Students’ Writing Ability on An Analytical Exposition Text At SMA Negeri 2 Sungai Limau”. The students’ ability in writing an analytical exposition text was moderate. It was indicated by the fact that 63.04 % students had moderate ability. It means that students still did not understand well to write an analytical exposition text. The researcher assumed that the problem may be caused they did not understand about the analytical exposition text.

The students did not write the idea correctly. They did not write general classification by classifying similar ideas. The ability of the second grade students at SMA N 2 Sungai Limau in expressing the idea (content) was moderate. It was proved by the fact that 37 out of 46 students (80.43 %) had moderate ability. The ability of the second grade students at SMA N 2 Sungai Limau in using organization was moderate. It was proved by the fact that 23 out of 46 students (50 %) had moderate ability.

Thus, the researcher's name is Enuy Nuriyanah had done research with title "Improving Students' Ability to Write Analytical Exposition Through Mind Mapping". The writing score of the students in average is 70. It is under the standard score of English subject which is 75. She assumes that the students face some difficulties in writing activity. Commonly, they do not know how to express their ideas and put it into a paper. Firstly, they feel hard to begin writing and do not know what they should write in the first time. Second, they are difficult to express their thought. The last, they do not have enough time to finish their work.



## **CHAPTER V**

### **THE CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After analyzing and describing the data on thesis that title “The Difficulties of Elevent Grade Student of SMA Negeri 3 Padangsidimpuan in Writing Analytical Exposition Text” the researcher gave conclusion that difficulties faced by students; students still weak at grammar because do not able to make good sentence. Then, many of them who donot uses the punctuation, so give effect to readers difficult to understand the text. Almost of them understand about the organization, but there are some students difficult make elaborate the idea. The last, students difficult to make argument in contents so reader only get less reason to follow or not like writer’s thesis.

It is proved by their means score of each indicator. Where, the students mean score of grammar is 10.31, mechanic 9.48, organization 10.57, content 9.60 and (style and quality) 9.54.

#### **B. Suggestions**

After formulating the conclusions the researcher wanted to give the suggestions concern with the result of this research.

1. As an input for the English teachers of SMA Negeri 3 Padangsidimpuan, especially to English teacher in XI IPA Ito motivate the students to increase their ability in writing analytical

exposition text and not only that but also guiding also give correction from the students' writing. It is suggested that teachers can emphasize the material which relate to the use of language feature in context. It is hoped that teacher may give several exercise which focus not only arranging the component but also how to use it appropriate in the text in order to decrease the students' difficulties writing text. It is also suggested that teachers are able to search and apply technique in teaching writing should be able promote the students' ability in arranging and relating the ideas, choosing the word, and using the tenses. Giving more exercise to the students is quite important to control the students progress in writing ability

2. As an input for the Headmaster for guiding English teachers and increase the quantity and quality of English teachers in teaching and learning process of SMA Negeri 3 Padangsidempuan. As a researcher hope to Headmaster serve facility and writing activity in this school.
3. As an input for the readers, especially to learners more increase their competence in English writing, especially in writing analytical exposition text.

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## APPENDIX 1

### LEMBAR VALIDITAS TEST

Nama Sekolah : SMA Negeri 3 Padangsidempuan

Kelas : XI IPA I

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Analytical Exposition Text

Task: Write an analytical exposition text with consist; (Thesis, Argument, and Reiteration), work individually!

1. Thesis  
Introducing the topic and indicating the writer's position.
2. Argument  
Explain the argument to support the writer's position.
3. Reiteration  
Restating the writer's position or it is the writer's thesis which is re-stated in another word.

Direction: Please choose one from 3 titles "Global Warming", "Writing Is Great For Money Online" and "Is Social Media Good For You?").

Padangsidempuan, Oktober 2017

Mengetahui,

**Validator**

**Syaripuddin S.Pd**  
**NIP. 1976452003932 1 007**

**Researcher**

**Hartoni**  
**NIM. 11 340 0054**

## APPENDIX II

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

25	44	49	52	60
25	45	49	54	62
30	45	49	54	63
35	46	49	55	64
39	48	50	55	67
40	48	50	59	75
40	49	51	60	75

2. High score = 75
3. Low score = 25
4. Range = high score – low score =  $75 - 25 = 50$
5. The total of classes (BK) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log (35)$   
=  $1 + 3.3 (1.54)$   
=  $1 + 5.09$   
= 6.09  
= 6
6. Interval (i)

$$i = \frac{R}{BK} = \frac{50}{6} = 8.33 = 8$$

7. Mean Score  $\bar{X} = \frac{\sum fixi}{fi}$

<b>Interval</b>	<b>fi</b>	<b>xi</b>	<b>Fixi</b>
25-33	3	26.66	79.98
34-42	4	38.50	154
43-51	14	47.85	669.9
52-60	8	56.12	448.96
61-69	4	64	256
70-78	2	75	150
79-87	0	0	0
88-96	0	0	0
<b>i = 8</b>	<b>35</b>	<b>308.13</b>	<b>1.761</b>

$$\bar{X} = \frac{\sum fixi}{fi} = \frac{1.761}{35}$$

$$= 50.31$$

8. Median

$$Me = \frac{1}{2}n = \frac{1}{2}(35) = 17$$

$$Me = 49$$

9. Student's ability in Grammar

No.	Student's names	Score	Percentage
1	IA	5	25
2	AA	5	25
3	FRN	15	75
4	MRFA	15	75
5	YOR	15	75
6	KA	10	50
7	TAR	15	75
8	SAD	10	50
9	AR	5	25
10	RB	10	50
11	AGH	15	75
12	FAN	10	50
13	WA	10	50
14	WAn	10	50
15	MFPZ	15	75
16	IAL	5	25
17	IR	15	75
18	AFS	10	50
19	CTN	10	50
20	FS	10	50
21	AAH	10	50
22	NK	10	50
23	AR	5	25
24	OA	5	25
25	MR	10	50
26	YAN	10	50
27	AAR	10	50
28	AAS	10	50
29	MAP	10	50
30	IMA	5	25
31	RAKS	15	75
32	RDS	10	50
33	AHS	12	60
34	NN	14	70
35	DW	10	50
<b>Total</b>		<b>361</b>	<b>1805</b>
<b>Average</b>		<b>10.31</b>	<b>51.57%</b>



## 10. Students' ability in mechanics

No.	Student's names	Score	Percentage
1	IA	5	25
2	AA	5	25
3	FRN	12	60
4	MRFA	10	50
5	YOR	10	50
6	KA	10	50
7	TAR	15	75
8	SAD	10	50
9	AR	9	45
10	RB	9	45
11	AGH	10	50
12	FAN	9	45
13	WA	9	45
14	WAn	10	50
15	MFPZ	15	75
16	IAL	5	25
17	IR	15	75
18	AFS	9	45
19	CTN	9	45
20	FS	9	45
21	AAH	5	25
22	NK	9	45
23	AR	5	25
24	OA	5	25
25	MR	9	45
26	YAN	10	50
27	AAR	9	45
28	AAS	12	60
29	MAP	12	60
30	IMA	5	25
31	RAKS	15	75
32	RDS	10	50
33	AHS	10	50
34	NN	12	60

35	DS	9	45
<b>Total</b>		<b>332</b>	<b>1660</b>
<b>Average</b>		<b>9.48</b>	<b>47.42%</b>

### 11. Students' ability in organization

No.	Names of student	Score	Percentage
1	IA	5	25
2	AA	5	25
3	FRN	15	75
4	MRFA	15	75
5	YOR	10	50
6	KA	12	60
7	TAR	12	60
8	SAD	10	50
9	AR	10	50
10	RB	10	50
11	AGH	10	50
12	FAN	10	50
13	WA	12	60
14	WAn	10	50
15	MFPZ	10	50
16	IAL	10	50
17	IR	15	75
18	AFS	10	50
19	CTN	10	50
20	FS	9	45
21	AAH	10	50
22	NK	10	50
23	AR	10	50
24	OA	5	25
25	MR	10	50
26	YAN	10	50
27	AAR	9	45
28	AAS	10	50
29	MAP	10	50
30	IMA	10	50
31	RAKS	15	75
32	RDS	12	60
33	AHS	12	60
34	NN	12	60

35	DW	15	75
<b>Total</b>		<b>370</b>	<b>1850</b>
<b>Average</b>		<b>10.57</b>	<b>52.85%</b>

## 12. Students' ability in content

No.	Names of student	Score	Percentage
1	IA	5	25
2	AA	5	25
3	FRN	10	50
4	MRFA	10	50
5	YOR	10	50
6	KA	12	60
7	TAR	10	50
8	SAD	10	50
9	AR	5	25
10	RB	10	50
11	AGH	10	50
12	FAN	10	50
13	WA	10	50
14	WAn	10	50
15	MFPZ	10	50
16	IAL	5	25
17	IR	15	75
18	AFS	10	50
19	CTN	10	50
20	FS	10	50
21	AAH	10	50
22	NK	5	25
23	AR	10	50
24	OA	10	50
25	MR	10	50
26	YAN	5	25
27	AAR	10	50
28	AAS	6	30
29	MAP	10	50
30	IMA	7	35
31	RAKS	10	50
32	RDS	11	55
33	AHS	15	75

34	NN	15	75
35	DW	15	75
<b>Total</b>		<b>336</b>	<b>1680</b>
<b>Average</b>		<b>9.60</b>	<b>48.00%</b>

### 13. Students' ability in style and quality

No	Names of student	Score	Percentage
1	IA	5	25
2	AA	5	25
3	FRN	12	60
4	MRFA	10	50
5	YOR	10	50
6	KA	10	50
7	TAR	10	50
8	SAD	10	50
9	AR	10	50
10	RB	10	50
11	AGH	10	50
12	FAN	10	50
13	WA	10	50
14	WAn	10	50
15	MFPZ	10	50
16	IAL	5	25
17	IR	15	75
18	AFS	10	50
19	CTN	10	50
20	FS	10	50
21	AAH	10	50
22	NK	10	50
23	AR	10	50
24	OA	10	50
25	MR	10	50
26	YAN	10	50
27	AAR	10	50
28	AAS	8	40
29	MAP	10	50
30	IMA	10	50
31	RAKS	12	60
32	RDS	11	55
33	AHS	10	50
34	NN	10	50

35	DW	11	55
<b>Total</b>		<b>334</b>	<b>1720</b>
<b>Average</b>		<b>9.82</b>	<b>49.14%</b>

### APPENDIX III

#### The Score of Students' Ability in Analytical Exposition Text

No.	Students' Name	Name of Items					Score
		G	M	O	C	SQ	
1	IA	5	5	5	5	5	25
2	AA	5	5	5	5	5	25
3	FRN	15	12	15	10	12	64
4	MRFA	15	10	15	10	10	75
5	YOR	15	10	10	10	10	55
6	KA	10	10	12	12	10	54
7	TAR	15	15	12	10	10	62
8	SAD	10	10	10	10	10	50
9	AR	5	9	10	5	10	39
10	RB	10	9	10	10	10	49
11	AGH	15	10	10	10	10	55
12	FAN	10	9	10	10	10	49
13	WA	10	9	12	10	10	51
14	WAn	10	10	10	10	10	50
15	MFPZ	15	15	10	10	10	60
16	IAL	5	5	10	5	5	30
17	IR	15	15	15	15	15	75
18	AFS	10	9	10	10	10	49
19	CTN	10	9	10	10	10	49
20	FS	10	9	9	10	10	48
21	AAH	10	5	10	10	10	45
22	NK	10	9	10	5	10	44
23	AR	5	5	10	10	10	40
24	OA	5	5	5	10	10	35
25	MR	10	9	10	10	10	49
26	YAN	10	10	10	5	10	45
27	AAR	10	9	9	10	10	48
28	AAS	10	12	10	6	8	46
29	MAP	10	12	10	10	10	52
30	IMA	5	5	10	7	10	40
31	RAKS	15	15	15	10	12	67
32	RDS	10	10	12	11	11	54
33	AHS	12	10	12	15	10	59
34	NN	14	12	12	15	10	63
35	DW	10	9	15	15	11	60
<b>Total</b>		361	332	370	336	344	1761

<b>Average</b>	10.31	9.48	10.57	9.60	9.82	50.31
<b>Percentage</b>	51.57%	47.42%	52.85%	48.00%	49.14%	50.31%

Mengetahui

Researcher

Syaripuddin S.Pd  
NIP.1976452003932 1 007

Hartoni  
NIM.113400054

## **APPENDIX V**

### List of interview

1. How to solve their difficulties in grammar exactly; tenses, modal auxiliary, adverb of manner and to infinitive?
2. How to improve their understanding in punctuation?
3. Talk about content, what the effort to make them easy to elaborate the text?
4. In organization, what the solution to make their thesis and argument easy understanding?
5. In this case, how to teach them about style and quality?



## CURRICULUM VITAE

### A. Identity

Name : Hartoni  
Nim : 11 340 0054  
Place and Birthday : Situak, 02<sup>nd</sup> Oktober 1992  
Sex : Male  
Religion : Moslem  
Address : Situak, Kecamatan Lembah Melintang, Kabupaten  
Pasaman Barat, Provinsi Sumatera Barat.

### B. Parents

1. Father's name : Kudri
2. Mother's name : Yuliarni

### C. Educational Background

1. Elementary School : SD Negeri 02 Situak Lembah Melintang (2005)
2. Junior High School : SMP Negeri 2 Lembah melintang (2008)
3. Senior High School : SMA Negeri 1 Lembah melintang (2011)
4. Institute : IAIN Padangsidimpuan (2018)