



**THE STUDENTS' ABILITY IN WRITING EXPOSITORY
TEXT (A STUDY AT THE ELEVENTH GRADE
SMA NEGERI 3 PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfilment of Requirement
For Degree of Islamic Educational Scholar (S. Pd. I) in
English Program*

Written by :

SURYANI HARAHAP
Reg. No. 09 340 0023

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN**

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**TARBIYAH DEPARTEMENT
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2013



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Padangsidimpuan

Assalamu 'Alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Mahdan Nasri yang berjudul "Students' Problems in Learning Tenses at Grade X SMA N.1 Sosopan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadrīs Bahasa Inggris pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

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I realize this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

Padangsidimpuan, 31 July 2013



Suryani Harahap
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The Eleventh Grade SMA Negeri 3 Padangsidimpuan.**

ABSTRACT

Based on the aims of the research were to know the students' ability in writing expository text at the eleventh grade in SMA Negeri 3 Padangsidimpuan, to know the difficulties of the students' ability in writing expository text, and to know the efforts done by the English teacher in overcoming the difficulties.

The research was conducted with descriptive qualitative approach. There were 33 students as sample of analytical unit from 303 students of SMA Negeri 3 Padangsidimpuan. There were 3 instruments in collecting data: test, interview, and observation. Data was processed and analyzed with qualitative process.

After doing the research to the students SMA Negeri 3 Padangsidimpuan, it could be concluded that the students ability in writing Expository Text was enough (57,12). The students' difficulties were in writing present tense of expository text, writing vocabularies, and developing the main idea of expository text. The efforts done by the English teacher in overcoming the difficulties about present tense; the teacher repeat the lesson and gave more examples. The English teacher ordered students to memorize the words. Then the English teacher explained about the expository text, the generic structure of expository text, aspects of expository text and the English teacher gave the title that near with students knowledge, to developing the main idea of text. Next, the English teacher gave the exercises to the students about expository text, and then the English teacher repeat again the material about expository text.

APPENDIX 1

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi SMA Negeri 3 Padangsidempuan.
(The location of the Senior High School (SMA) Negeri 3 Padangsidempuan.)
2. Sarana dan Prasarana SMA Negeri 3 Padangsidempuan.
(The facilities of the Senior High School (SMA) Negeri 3 Padangsidempuan.)
3. Kesulitan-kesulitan siswa dalam menulis teks expository.
(The students difficulties in writing expository text).
4. Faktor-faktor yang membuat siswa sulit dalam menulis teks expository
(The factors of the students difficulties in writing expository text.)
5. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam menuliskan teks expository.
(The teachers solutions to solve the students difficulties in writing expository text.)

APPENDIX 2

The List of Interview

A. Interviews To The Head Master

1. Kapan SMA Negeri 3 Padangsidempuan dibangun?
(When was the Senior High School (SMA) 3 Padangsidempuan built?)
2. Bagaimana letak Geografis SMA Negeri 3 Padangsidempuan?
(How was the Geographical location of the Senior High School (SMA) 3 Padangsidempuan?)
3. Berapa jumlah kelas di SMA Negeri 3 Padangsidempuan?
(How many class rooms of the Senior High School (SMA) 3 Padangsidempuan?)
4. Berapa jumlah guru bahasa Inggris di SMA Negeri 3 Padangsidempuan?
(How many are teachers of the Senior High School (SMA) 3 Padangsidempuan?)
5. Berapa jumlah siswa kelas sebelas SMA Negeri 3 Padangsidempuan?
(How many are students of the Senior High School (SMA) 3 Padangsidempuan?)
6. Bagaimana menurut bapak kesulitan siswa-siswa dalam proses pembelajaran bahasa inggris?
(What do you think about the students difficulties in learning English?)

B. Interviews to the Teachers

1. Bagaimanakah kemampuan siswa dalam menulis teks expository?

(How are the ability of the students ability in writing expository text)?

2. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis teks expository?

(What are the students difficulties in writing expository text?)

3. Bagaimana bapak/ibu memecahkan masalah tersebut?

(How the English teachers to solve this problem?)

C. Interviews to the Students

1. Apakah menurut adik menulis teks expository itu sulit?

(Do writing expository text is difficult for you?)

2. Kesulitan-kesulitan apa saja yang adik hadapi dalam menuliskan teks expository?

(What are your difficulties in writing expository text?)

APPENDIX 3

The Indicator of Test

A. Arrange the Sentences to be a Analytical expository text based on the Component of Analytical expository text!

1. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.
2. In this conclusion, cars should be banned from the city for the reason listed.
3. Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
4. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestraains in the city, which causes them to die. Cars today are our roads biggest killers.
5. Firstly, cars, as we all know, contribution to the most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchritis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

B. Write an Analytical Exposition text under the topic below!

“The importance of libraries”

Don’t forget to show Thesis, Argument, and Reiteration!

APPENDIX 4

THE KEY ANSWER

I. Car Should Be Banned

Structural elements	Text
Thesis	1. Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Argumentation	<p>2. Firstly, cars, as we all know, contribution to the most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchritis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.</p> <p>3. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrains in the city, which causes them to die. Cars today are our roads biggest killers.</p> <p>4. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.</p>

Reiteration	5. In this conclusion, cars should be banned from the city for the reason listed.
-------------	---

II. The Importance of libraries

Structural elements	Text
Thesis	I personally believe that libraries are among humanity's most important institutions for several reasons.
Argumentation	Firstly, most of humanity's collective knowledge is stored in libraries. Second, libraries protect and preserve this knowledge. They also classify of group the material into logical and easily available divisions. Furthermore, libraries make the material available to everyone and even provide librarians to help us find what we need. Finally, libraries are our link to the past and our gift on the future.
Reiteration	From the fact above, I conclude that libraries are important institutions for humanity.

APPENDIX 5**The Students' Ability in Writing Expository Text
At the Eleventh Grade SMA Negeri 3 Padangsidimpuan**

No	Initial	Thesis	Argumentation	Reiteration	Sum
1	ANH	30	25	10	65
2	AD	20	30	0	50
3	AH	10	10	10	30
4	AY	30	10	10	50
5	DY	10	15	20	45
6	DW	20	30	10	60
7	DL	20	10	10	40
8	EW	20	0	30	50
9	ES	20	25	20	65
10	ET	10	25	30	40
11	FI	10	15	10	35
12	FM	30	40	10	80
13	HK	30	10	10	50
14	HM	20	25	20	65
15	KH	30	40	10	80
16	LHP	30	40	30	100
17	MHL	10	10	10	30
18	ME	20	25	20	65
19	MH	20	0	20	40
20	MS	30	10	30	70
21	MF	30	25	10	55
22	MP	10	10	10	30
23	NR	20	0	20	40
24	PR	10	10	10	30
25	RNS	10	10	10	30
26	RM	20	25	30	75
27	RF	30	10	30	70
28	RS	30	40	30	100
29	RP	10	10	0	20
30	SMW	30	25	30	85
31	SM	30	10	20	60
32	SMP	20	30	10	60
33	WO	30	25	30	85
Total					1885

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

Where :

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result

$$= \frac{\sum score}{\sum respondent} \times 100\%$$

$$= \frac{1885}{33} \times 100\%$$

$$= 57,12\%$$

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is a tool to do a relation to other. Therefore, language is an important thing in the life. Someone needs language to share our thoughts, feelings, and our desires. The variation of language is different; Indonesian use Indonesian language, Arabians use Arabic language, England use English language, and the others.

English is one of the most important language which is used as the world language. This language used as international language to correlate between one country to another, and remember that good communication will make a good relation. So, as an international social someone can use English to develop his or her relations with foreign people.

In Indonesia, English is used as a foreign language. It has been one of compulsory subjects which must be learnt by students from junior high schools until senior high schools and up to university level. Most people have known that English is very important in following and applying the development science and technology. From this phenomenon appears that English is very important to study about writing, speaking, reading, and listening.

In learning English, there are four skills that should be achieved, namely listening, speaking, reading and writing. Writing is one of the tool of

communication that used to shared information in order to express idea and feeling in written form. Writing has a very big role in this world. Through writing, someone can share about information, knowledge, opinions, stories, and the personal problems that may be used by people to learn in life. Other function of writing is to remind of something.

That is true based on the Qur'an surah (al - Qalam: 1)

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The mean: "Nun. By the pen and what the scribes write." ¹

Based on the above verse, the researcher can conclude that it is increasingly clear that the activities of reading and writing are very important in assisting the duty of human as a vicegerent on earth. By reading, people will gain a lot of knowledge and continued to write, people will be able to share the knowledge with others. So, that the knowledge is not forgotten.

There are some kinds of writing which learned by students, they are; exposition, explanation, report, and anecdote, spoof, and the others. But in this occasion, the researcher wants to discuss about exposition text. It is divided in two kinds, they are; hortatory exposition, and analytical exposition.

Exposition text is a piece of text that present on side of an issue. The text means the use of language in the context of situation and in the context of culture.

¹Abdul Malik Mujahid, *The Noble Qur'an in the English Language*, (Saudi Arabia: Maktaba Dar-Us-Salam, 1993), p. 887.

It is used for the oral language and written one. Oral language is kind of language that used in the spoken language. Further, the written one is used for the written language. Both of these languages used permanently in daily life. So, the text is usually found out in the teaching – learning process.

Exposition text is one of the target curriculums in SMA Negeri 3 Padangsidempuan. By learning exposition text, the students are expected to be able to reach the criteria of minimum learning mastery of the XI grade students of SMA Negerri 3 Padangsidempuan well. It is stated 65 on the statements of Mr. Syarifuddin the English teacher at SMA Negeri 3 Padangsidempuan, but according to He that many XI grade students in this school do not reach the target. The students still have lack in understanding about exposition text. It is proved that from their achievement in last semester, the students got on average 55 the ability in writing exposition text of students is still low, one of them is the mastery of vocabulary. If have much vocabularies the students will easy to involving text. Moreover, they often have difficulties to build and develop their ideas because they are lack in understanding generic or schematic structure of exposition text, lack in choose right diction, and use of good grammar.

Students' difficulties presences not only come from students alone, but also come from other. It can come from teachers when they teach English, they do not use various method or strategies that are interest for students. Thus, it made the students are lazy or bore to study.

Therefore, the researcher has attached expository texts in syllabus as a subject matter that must be learnt by students considering to these importance that has been explained above. Based on the above explanation the researcher interest to do a research about “The Students’ Ability In Writing Expository Text (A Study at The Eleventh Grade SMA Negeri 3 Padangsidimpuan”.

B. Focus of the Problems

Based on background of the problem above, there are some kinds of writing which learned by students they are; explanation, report, spoof, anecdote, exposition, and the others. But because of the limitation by the researcher on the time, knowledge, and expense, so the researcher limits the problems only in the student’s ability in writing expository text especially in analytical expository text at the eleventh grade SMA N.3 Padangsidimpuan.

C. Definition of the Key Terms

1. Student is person who is studying at college of university, person studying at secondary school, any person interested in particular subject².
2. Ability is a level of skill or intelligence.³
3. Writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers.⁴

²AS. Hornby. *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 2005), p. 441.

³ *Ibid.*, p. 2.

4. Expository text is the straight forward explanation of something e.g. a process, an idea, an object, or an event”.⁵
5. Text is a meaningful linguistic unit in a context.⁶

The ability in writing expository text in this research means to produce a form of written material. So, the students’ ability in writing expository text at the eleventh grade SMA N 3 Padangsimpuan.

D. Formulations of The Problem

Based on the explanation above the problem of this research can be formulate that as follow:

1. How was the students’ ability in writing expository text at the eleventh grade SMA N.3 Padangsidimpuan?
2. What were the difficulties of the students in writing expository text at the eleventh grade SMA N.3 Padangsidimpuan?
3. What were the efforts done by the English teacher in overcoming the difficulties?

E. The Purpose of the Research

The aims of the research are expected:

⁴Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

⁵Sutanto, *Advanced Reading*, (Jakarta: Universitas Terbuka, 2003), p. 62.

⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

1. To know the ability of the students at the eleventh grade SMA N.3 Padangsidempuan in writing expository text.
2. To know the difficulties of the students at the eleventh grade SMA N.3 Padangsidempuan in writing expository text.
3. To know the effort done by the English teacher in overcoming the difficulties.

F. Significances of the Research

The significance of this research is expected to be useful for the teacher to improve their teaching of writing in expository text. It is also expected to be useful for the students in increasing their ability in writing expository text. The significance has two major benefits as follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan.
 - b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning expository text.
2. Practically
 - a. As an input for the headmaster in guiding his English teacher.
 - b. As an input for the English teacher in teaching and learning process especially in learning expository text.

- c. As an input to the students to increase their ability in writing expository text.

G. Outline of the Thesis

The outline of the thesis include in to five chapter, they are: the first chapter consist of background of background of the problem, the focus of the problem, the definition of key terms, the formulation of the problem, the aim of the research, the significances of the research, and outline of the thesis. The contents of this chapter was about the problem that faced by students in writing expository text, the students do not able to write expository text well, because the students do not understand about grammar, developing main idea and in this chapter found how to solving the problems.

The second chapter consists of: the theoretical description, which explain about the definitions of writing, kinds, purpose, the generic structure of expository text, and review of related findings. In this chapter explained clearly what the meaning of expository text, types of exposition text, and example of analytical exposition text.

The third chapter consists of: time and place of the research, research design, source of data, technique of data collection and instruments, technique of data trustworthiness and the last technique of data analysis. The kind of the research was qualitative approach, the research done in SMA Negeri 3

Padangsidimpuan, the instrument of collecting data that used by researcher were observation, interview, and test.

The fourth chapter consists of findings, discussion of discussion and result of the research consist description in writing expository text, the difficulties of the student in writing expository text and the efforts of teacher to overcome the difficulties. In this chapter about result of the research, the difficulties that faced by students in writing expository text and, and how to overcome the difficulties. The threats of the research, which talking about the threats that researcher found in the process of research.

The fifth chapter consists of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students in writing expository text, and the efforts by English teacher to overcome the difficulties that faced by students, the suggestion include the suggestion writer to students, English teacher, headmaster and the reader.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Writing

Writing is one the most important skills in learning language besides reading, speaking, and listening, the students think that writing is more difficult than speaking and reading. Writing is a process and product with make a writer such symbol, letter, which has a meaning.

According to A S Hornby in this book Oxford Advanced Learner's Dictionary that writing is a group of pieces writing, especially by a particular person or on a particular subject.¹ While, Pardiyono says "Menulis merupakan salah satu realisasi dari kompetensi linguistik yang diekspresikan ke dalam tulisan dalam bahasa lisan". (Writing is one of realization from linguistic competence that express in to written in to oral language).² Next, Minto Rahayu says "Menulis adalah mengungkapkan pikiran dalam bentuk tulisan".³ (Writing is expressing of mind in writing form).

Then David Nunan stated:

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 a process and a

¹A S Hornby, *Op .Cit.*, p. 502.

²Pardiyono, *Writing Clues for Better Writing Competence*, (Yogyakarta: CV andi offset, 2006) p. 9.

³Minto Rahayu, *Bahasa Indonesia di Perguruan Tinggi*, (Jakarta: PT Grafindo, 2007) p. 143.

product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.⁴

Meanwhile Henry Guntur Tarigan said:

Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang-orang lain dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu, Menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa.⁵

(Writing is lowering or drawing the symbols graphic that describes a language that is understood by a person, so that others can read the symbols of the graphic if they understand the language and graphic picture. Writing is a representation of language expression).

So, based on the explanation above, the researcher concludes that writing is the activity transferring the ideas and to describe a language in graph of symbol that understood by someone, so the readers can understand what the writer means.

2. Purpose of Writing

According to Michael O'malley, there are three purposes of writing, they are: informative, expressive, persuasive.

- a. Informative writing, it means that the purpose are to give information, directions, or ideas.

⁴David Nunan, *Practical English Language Teaching*, (Singapura: Mc. Graw Hill, 2003), p. 88.

⁵Henry Guntur Tarigan. *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 21.

- b. Expressive writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
- c. Persuasive writing, it means that writers attempt to influence others and imitiate action or change.⁶

Meanwhile Hugo Hartig in Henry Guntur Tarigan's book said that purposes of writing are seven they are:

- a. Tujuan penugasan (Assignment purpose). Tujuan penugasan ini sebenarnya tidak mempunyai tujuan sama sekali, penulis menulis sesuatu karena ditugaskan bukan kemauan sendiri.
- b. Tujuan altruistik (Altruistic purpose). Tujuan altruistik bertujuan untuk menyenangkan para pembaca, menghadirkan kedudukan para pembaca.
- c. Tujuan persuasive (Persuasive purpose). Bertujuan unttuk meyakinkan para pembacaakan kebenaran gagasan yang diutamakan.
- d. Tujuan informasional (Informational purpose). Bertujuan memberikan informasi atau keterangan/penerangan kepada para pembaca.
- e. Tujuan pernyataan diri (Self-expression purpose). Bertujuan memperkenalkan atau menyatakan diri sang pengarang kepada para pembaca.
- f. Tujuan kreatif (Creative purpose). Tujuan ini erat hubungannya dengan tujuan pernyataan diri, tetapi “keinginan kreatif” disini melebihi pernyataan diri dan melibatkan dirinya dengan keinginan mencapai norma artistic atau seni yang ideal, seni idaman, tulisan ini bertujuan untuk mencapai nilai-nilai kesenian.
- g. Tujuan pemecahan masalah (Problem solving purpose). Secara cermat pikiran-pikiran dan gagasan-gagasannya agar dapat dimengerti dan diterima oleh pembaca.⁷

It means that:

- a. Assignment purpose

⁶Michael O'malley, *Authentic Assessment for English Language Learning*, (USA: Addison Wasley Publishing Company), p. 137-138.

⁷Henry Guntur Tarigan, *Op .Cit.*, p . 24-25.

This purpose is there is no aim at all the writer something because as just a duty, it is not self-will.

b. Altruistic purpose

This purpose is to make the readers pleasant to bring the readers situation.

c. Persuasive purpose

This purpose is to believe the readers of the truth important idea.

d. Informational purpose

This purpose is to give information or explanation to the readers.

e. Self-expression purpose

This purpose is to introduce or defined author to the readers.

f. Creative purpose

It has deep relation with self-expressive purpose but it has "creative will".

It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, its purpose is to reach artistic value and art value.

g. Problem solving purpose

The writer wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.

Based on the purposes of writing above, the researcher concluded that the purposes of writing as follow:

a. To give information and knowledge to the readers.

- b. To introduce or define author to the readers.
- c. To make the readers happy or entertain.
- d. To make sure the readers about the truth of idea.

3. Kinds of Text

There are many types of text learnt by students of Senior High School in learning the writing skill they are; description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition.

Based on the variety and form, Wafer made the classification as following:

- a) Eksposisi mencakup: defenisi dan analisis.
- b) Deskripsi mencakup: deskripsi ekspository dan deskripsi literer.
- c) Narasi mencakup: urutan waktu, motif, titik pandang dan pusat minat.
- d) Argumentasi mencakup: induktif dan deduktif.⁸

Exposition consists of definition and analysis; Description consists of expository description and literary description; Narration consists of time sequences, motif, point of view, and interest center; Argumentation consists of inductive and deductive.

Similarity with Weaver, Morries et. al. in Tarigan's book say, kinds of writing include:

- a. Eksposisi, yang mencakup 6 metode analisa:
 - 1) Klasifikasi

⁸*Ibid.*, p. 27.

- 2) Defenisi
- 3) Eksemplifikasi
- 4) Sebab-akibat
- 5) Komparasi dan kontras
- 6) Proses
- b. Argumen, yang mencakup:
 - 1) Argument formal (deduksi dan induksi)
 - 2) Persuasi informal
- c. Dekripsi, yang mencakup:
 - 1) Persuasi informal
 - 2) Deskripsi Ekspositori
 - 3) Deskripsi artistic
- d. Narasi, yang meliputi:
 - 1) Narasi informative
 - 2) Narasi artistic.⁹

It means:

- a. Exposition, consists of 6 analysis method, they are:
 - 1) classification
 - 2) definition
 - 3) exccmplication
 - 4) cause-effect
 - 5) comparison and contrast, and
 - 6) process
- b. Argument, consists of:
 - 1) Formal argument (deductive and inductive)
 - 2) Informal persuasive
- c. Description, consists of:

⁹*Ibid.*, p. 27-28.

- 1) Expository descriptive
- 2) Artistic descriptive
- d. Narrative, consists of:
 - 1) Informative narrative
 - 2) Artistic descriptive.

Added by Chenfeld in Tarigan's book, writing can be divided into:

- a. Tulisan kreatif yang memberikan penekanan pada ekspresi diri secara pribadi.
- b. Tulisan ekspositori yang mencakup:
 - 1) Penulisan surat
 - 2) Penulisan laporan
 - 3) Resensi buku
 - 4) Rencana penelitian.¹⁰

It means:

- a. Creativity writing which give stress ting on self- expression personally.
- b. Expository writing which consists of:
 - 1) Letter writing
 - 2) Report writing
 - 3) Recence writing
 - 4) Research planning

Further, Brooks and Watren stated that the classification of the writing based on form, as follow:

- Eksposisi, yang mencakup:
- a. Komparasi dan kontras
 - b. Ilustrasi

¹⁰*Ibid.*, p. 28.

- c. Klasifikasi
- d. Defenisi
- e. Analisis
- f. Persuasi
- g. Argumen
- h. Deskripsi.¹¹

Exposition, consists of:

- a. Comparison and contrast
- b. Illustration
- c. Classification
- d. Definition
- e. Analysis
- f. Persuasive
- g. Argument
- h. Descriptive.

4. Expository Text

Expository is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The ideas are usually presented or arranged in logical order.

Expository text is non-fiction reading material in which the intent of this written work is to inform or explain something to the reading audience. According to Pardiyono stated in this 'Pasti Bisa Let's Write!' that

¹¹*Ibid.*, p. 28-29.

memberikan atau menyampaikan suatu argumen atau opini, pendapat atau ide-ide tentang suatu hal, dengan tujuan menetapkan suatu keputusan atau membujuk orang lain. It means to expose argument or opinions in response to a problem or event in order to judge or to persuade. While, Wishon said “Exposition is used in giving information, making explanations, and interpreting meaning. It includes essays, and information and instructional material”.¹²

Define expository text as a text whose purpose is to inform the readers of its opinion about a topic and developed by a logical sequences of related ideas. So, the students’ need explicit instruction in how to organize their writing, presents ideas which are logically related to the main topic sentences together in a smooth way, and recognize and understand text structures.

Exposition is divided into two kinds; they are hortatory exposition and analytical exposition.

a. Hortatory Exposition

Hortatory exposition is a text which represents the attempt of them to have the addressee do something or act in certain way.¹³

¹²George E. Wishon Julia M. Burks, *Let's Write English Revised Edition* (New York: Convention, 1980), p. 382.

¹³Poehland, “expository text”, (<http:// Blogspot.com analytical-exposition.html>, accessed at April 12, 2013 retrieved on 11 am).

1) Social function

According to Gerot and Wignell that the social function of analytical exposition is to persuade the reader or listener that something should not be case.¹⁴

2) Generic structure

- a) Thesis is announcement of issue of concern.
- b) Argumentations are the reason for concern, leading to recommendation.
- c) Recommendation is statement of what ought to or ought not to happen

3) Significant lexicogrammatical features

- a) Focus on generic human and non-human participant, except for speaker or writer referring to self.
- b) Use of:
 - 1. Mental Process: to state what the writer thinks or feels about issue e.g. realize, feel, and appreciate.

¹⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gred Stable, 1996), p. 209.

2. Material Process: to state what happen e.g. Polluting, drive, travel, should be treated.

3. Relational Process: to state what is or should be. e.g. doesn't seem to have been, is.

c) Use of Simple Present Tense.¹⁵

b. Analytical Exposition

Analytical exposition text is one of the genres, and it is really important to teach and learn. Analytical exposition text is a text that tells the reader some ideas or opinions of a topic. Those ideas or opinion need attention, explanation, or supportive data without persuading and influencing the reader.

According to Linda Gerot and Peter Wignell” Analytical expository text is a text in which the writer argues that something is the case. ¹⁶” Pardiyo no noted” the kind of a very exact texts to argue that something is the case (Analytical exposition).”¹⁷According by jajat soedrajat that “Analytical exposition adalah jenis teks yang termasuk kedalam jenis argumentation text dimana text tersebut berisi tentang pemikiran terperinci penulis tentang sebuah fenomena yang ada di

¹⁵*Ibid.*, p. 210.

¹⁶*Ibid.*, p. 197.

¹⁷Pardiyo no, *Pasti Bisa ! Teaching Genre-Based Writing* (Bandung: Andi,2007), p. 215.

sekitar”¹⁸. It means that analytical exposition is a type of text that belongs to the type of argumentation text where the text contains detailed author thinking about a phenomenon that is all around.

Then Otong Setiawan Djuharie stated:

Dalam analytical exposition penulis menyodorkan pandangan/ ide atau opini pendapat bahwa suatu topic atau fenomena atau masalah perlu mendapat perhatian, ulasan, atau penjelasan atau uraian, atau data penguat-tanpa dimunculkan usaha untuk mempengaruhi / membujuk pembaca untuk memiliki sifat pro-kontra terhadap sesuatu. Analytical juga dikenal dengan istilah argumentative.¹⁹

In view of the analytical exposition thrusting writer / idea or opinion that the opinion of a topic or phenomenon or problems need attention, review, or an explanation or description, or data-amplifier without effort appear to influence / persuade the reader to have the properties of the pros and cons of something. Analytical also known as argumentative.

1) The social function or communicative purpose

In writing, especially in writing analytical expository text the writer should comprehend firstly about the social function of analytical exposition text. Linda Gerot and Wignell stated that social

¹⁸Jajat Soedrajat, “expository text” (<http://www.co.au>, accessed at April 12, 2013 retrieved on 11 am).

¹⁹Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: Yrama Widya, 2007), p. 31.

function of analytical exposition is to persuade the reader or listener that something is the case.²⁰

Pardiyono stated:

Fungsi analytical exposition adalah untuk meyakinkan pembaca bahwa topic yang dihadirkan adalah topic yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argument-argumen atau pendapat-pendapat yang mendukung "main idea" atau topic tersebut.²¹

(The function of analytical exposition is to convince the reader that the topic is presented is an important topic for discussion or attention by way of arguments or opinions that support the "main idea" or the topic).

2) Generic (Schematic) Structure

Analytical expository text has the generic or schematic structure. According to Pardiyono the generic or schematic structure they are:

- a) Thesis adalah berisi satu statemen yang di dalamnya terkandung satu hot topic dan statement yang menunjukkan posisi penulis dalam menanggapi hot topic tersebut.
- b) Arguments:
 - 1) Berisi jabaran atau deskripsi pendapat atau argument dari penulis tentang apa yang telah disebutkan dalam tesis.

²⁰Linda Gerot and Peter Wignell, *Op. cit.*, p. 197.

²¹Pardiyono, *Op.Cit.*, p. 217

- 2) Sangat relatif bahwa pendapat atau argument tersebut bertujuan untuk membuktikan bahwa apa yang telah ditiesiskan tersebut adalah benar.
- c) Reiteration adalah berisikan kesimpulan yang menguatkan jabaran dalam argument bahwa apa yang ditiesiskan tersebut benar adanya.²²

It means:

- a) Thesis is one statement that contains it contains a hot topic and a statement that indicates the position of the author in response to the hot topic.
- b) Arguments:
 - 1) Contains descriptions or descriptions of opinion or argument of the author of what has been mentioned in the thesis.
 - 2) It is relatively that opinion or argument is intended to prove that what has thesis is true.
- c) Reiteration is strengthen the conclusions contained in the elaboration thesis argument that what is true.

Then, Linda Gerot and Peter Wignell noted that the generic (schematic) structure of analytical exposition text are thesis, arguments, and reiteration. 1) Thesis divided in two kinds, they are;

²²*Ibid.*, p. 219-220.

position that introduces topic and indicates writer's opinion, and the second one is preview that outlines the main argument to present. 2) Arguments divided in two kinds, they are; point which restates main argument outline in preview and elaboration which develops and support each point/argument. 3) Reiteration that restates writer's position.²³

3) The lexicogrammatical features or language features

Before going to discuss further about analytical exposition, it should be known about the lexicogrammatical features of the text. Gerot and Wignell said that the lexicogrammatical features of analytical expository text are; focus on generic human and non-human participant, use of relational process, use of internal temporal conjunction to state argument, reasoning through causal conjunction and use of simple present tense.²⁴

Rudi Hartono also noted that lexicogrammatical features of analytical exposition text are; focus on generic human and non-human participant, more use of modality and modulation, few of temporal

²³ Linda Gerot and Peter Wignell, *Op. Cit.*, p. 197-198.

²⁴ *Ibid.*, p. 198.

conjunctive relations, reasoning expressed as verb and nouns, use of material, relation and mental process.²⁵

Then Djuharie noted that there are 6 (six) grammatical features of an analytical exposition text they are:

- a) General Noun, for example: Pollution, car.
- b) Abstract Noun, for example: Policy, government.
- c) Jargon, for example: Species, mammal.
- d) Modal Verb, for example: Must, should.
- e) Evaluative Voice, for example: Necessary, important, significant, variable.
- f) Passive Voice, for example: Is cut, are fallen.²⁶

Meanwhile, according to Siahaan dan Shinoda, there are dominant lexicogrammatical feature of an analytical exposition text, they are; focus on generic human and non-human participants, use of relational process, use of modal verbs, connectives or use of internal conjunction to state argument, giving reason through causal conjunction, use of present tense.²⁷

- 1) Focus on generic human and non generic human participant

²⁵Rudi Hartono, *Genre of Text* (Semarang: English Department Faculty of Language and Art. 2005), p. 9.

²⁶Otong Setiawan Djuharie, *Op. Cit.*, p. 32.

²⁷Sanggam Sihaan and Kisno Shinoda, *Op. Cit.*, p. 52.

Means that the subject which takes part in a situation of specific subject. Such as car, pollution, leaded petrol car.

2) Giving reason through causal conjunction.

Exposition is very related to a bad thing or controversial thing' and with some background reasons and sequences, for these purpose, some of the very common conjunctions to be used. Causal conjunction is the clues that can be used to express cause, are; so, due to, thus, as a result because, however, therefore, consequently, on the other hand, etc.²⁸

3) Use of simple present tense

Is to refer to an action or event that takes place habitually, or when a verb is used to show that an action takes place at present.²⁹

Example : I like Americans

: He writes for a living

4) Use of relational process

²⁸A.J. Thomson and A.V Martinet, Latest Edition A Practical English Grammar (New York: Oxford University Press, 1986), p. 288.

²⁹Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Place, 2003), p. 212.

Relational processes merujuk pada kata kerja yang dapat menggambarkan participant atau mengisyaratkan kepemilikan. Lazimnya relational process terwujudkan dengan penggunaan copula dan linking verbs.³⁰

Relational process refers to verbs that can describe the participant or imply ownership. Typically realized with the use of relational process's little copula and verbs.

Example : it is important

: Seanu is a good-football player

5) Use of modals verb

An exposition is to purpose arguments, the use of modalities to show the writer's attitudes, the personal intentions, personal meaning by the writer is a very crucial. Modals are generally used to indicate something which is potential or uncertain such as; will; must, have, has, should, would, can could, and etc.³¹

6) Connective or use of internal conjunction to state argument

It is the signals used to state how one idea or argument is related to the next. And it also relates to logical order of the

³⁰Otong setiawan Djuharie, *Op. Cit.*, p.14.

³¹Pardiyono, *Op. Cit.*, p. 232.

sentences; is the order logic or not. They are; first, secondly, later, next, then, finally, and etc.³²

Based on the explanation above, the researcher concludes that analytical exposition text is a text which the writer argues that something is case. The example of analytical exposition text can be seen as follows:

Tittle	<u>The Dangerous of Using Drugs</u>
Thesis	Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.
Argument 1	In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!
Argument 2	When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.

³²Wren and Martin, High School English Grammar and Composition. (S. Chand & Company LTd: Ram Nagar, 1991), p. 211.

Argument 3	Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!
Reiteration	So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state. ³³

Based on the above explanation, the researcher concludes that the expository text which is aimed to explain or to present ideas, events, or to make a subject clear by presenting specific information. The most important things in mastering text are: communicative purposes, rhetorical structure, and grammatical patterns in the development of expository text.

From the example above, can be seen the generic structure of analytical expository text. In the first paragraph, found thesis; the second paragraph is argument; and the last paragraph is reiteration.

So, from the all explanation that the analytical exposition text is kind of text which a very exact texts to argue that something is the case (analytical exposition).

³³Otong setiawan Djuharie , *Op. Cit.*, p.33.

B. Review of Related Findings

This research is not as beginner related to this title, but there are some research had been researched before which relevant with this title, firstly, a thesis of Lainatussipa “The Ability of Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph”.³⁴ The research was conducted with descriptive analysis and qualitative approach. There were 30 students as sample of analytical unit from 60 students of Tsanawiyah. After doing the research to the students, it could be concluded that the students ability in writing narrative paragraph was enough 44.33.

Secondly, Maimunah Nasution in her thesis: “Students’ Ability in Writing Letter at MTs Negeri Siabu”.³⁵ The researcher uses quantitative research. The method of the research is descriptive method. The population in this research are the grade VIII of students MTs Negeri Siabu. But She took one class is the students of VIII 1, consist of 30 students. After analyzing the data that mean score of students ability in writing letter is 62.73.

Thridly, Dorlan Sahri Siregar in his thesis: “The Correlation between Simple Present Tense Mastery and Writing Analytical Exposition text Ability At

³⁴ Lainatussipa, The Ability of Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph, (A Thesis STAIN Padangsidempuan, 2011).

³⁵Maimunah Nasution, Students’ Ability in Writing Letter at MTs Negeri Siabu, (A Thesis STAIN Padangsidempuan, 2012).

Grade XI Students Of SMA Negeri 1 Angkola Barat”.³⁶ The researcher uses quantitative research. The method of the research is correlation research. The population in this research are the grade XI of students SMA Negeri 1 Angkola Barat. So, the sample was 40 students. After analyzing the data that mean score of students in mastery of simple present tense was bad by getting were 56.35. And mean score of students in writing analytical exposition text ability was bad by getting mean score were 56.17.

The result of research above is related to this research entitled “The Students’ Ability in Writing Expository Text at the Eleventh Grade SMA Negeri 3 Padangsidempuan.”

³⁶ Dorlan Sahri Siregar, *The Correlation between Simple Present Tense Mastery and Writing Analytical Exposition text Ability At Grade XI Students Of SMA Negeri 1 Angkola Barat*, (A Thesis STAIN Padangsidempuan, 2012).

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place of the Research

The research was conducted at the Grade XI SMA N. 3 Padangsidempuan in 2012/2013 Academic Year, which the complete address on Jln. Perintis Merdeka No.56 Padangsidempuan. This research was started from April 2013 to July 2013. So, this research was about 4 (four) months.

B. Research Design

This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive source of information.”¹

The suitable method of this research is descriptive method. According to Suharsimi Arikunto:

Penelitian deskriptif tidak memerlukan administrasi dan pengontrolan terhadap perlakuan. Penelitian deskriptif tidak dimaksudkan untuk menguji hipotesis tertentu, tetapi hanya menggambarkan apa adanya tentang suatu variabel, gejala atau keadaan. Memang ada kalanya dalam penelitian ingin juga membuktikan dugaan tetapi tidak terlalu lazim.²

¹L.R Gay & Peter Airasian. *Educational Research: Compenties for Analysis and Application*, (USA Prentice Hall, Incorporate, 2000), p. 9.

²Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 309-310.

(Descriptive study does not require the administration and control of treatment. Descriptive study is not intended to test specific hypotheses, but only describes “what is” on a variable, symptoms or circumstances. Indeed there are times in the study wanted to prove the allegations but also not to uncommon).

Meanwhile, Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis”.³ It means descriptive research means to analyze and give the fact systematically, so easier to be know and concluded.

So, it can be concluded that descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students’ ability in writing expository text at grade eleventh SMA Negeri 3 Padangsidempuan.

C. Sources of the Data

There were two sources of the data in this research. They are primary data source and secondary data source.

1. Primary source of data (principal data) is the basic of data. Primary sources of data, that is the grade XI students at SMA Negeri 3 Padangsidempuan, they are 303 students. They were consists of nine classes. This research was done with using purposive sampling. Riduan said “Purposive sampling is one

³Saifuddin Azwar, *Metodologi Penelitian*, (Yogyakarta: Pustaka Pelajar,2004), p. 6.

of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim”.⁴ Actually, the researcher took one class to do the research; that is class XI IPA 4. The researcher took the certainly class because it can be representative to take the result of research, the limitation by the researcher on the time, knowledge, and expense. So, there was 33 students who answer the test.

2. Secondary sources of data (supplementary data), that is an information from the principle and the English teacher of SMA Negeri 3 Padangsidempuan.

D. Technique of the Data Collection and Instrumentations

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.⁵

To get an accurate data, the researcher used observation, interview, and test.

⁴Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

⁵Jhon W. Creswell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Saga Publications, Inc, 2002), p. 185.

1. Observations

The instrument for the source of secondary data, the researcher used the observation. “Observasi adalah teknik pengumpulan data yang menggunakan suatu pengamatan terhadap object penelitian”.⁶ (Observation is a technique of collecting data which is used an observation to the object of research). Observation can be done directly or indirectly. The researcher had been done directly observation; namely to observe the object directly without mediator. This observation used to know the situation in SMA Negeri 3 Padangsidimpun include location, facilities, learning process and subject of research.

2. Test

Based on the source of data, for the primary data the researcher used the test as an instrument for collecting data, although this research used the qualitative research. L.R Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitative (ex. test score) data in studies, resulting in the need for statistical analysis.”⁷

”Tes adalah serentetan atau latihan yang digunakan untuk mengukur keterampilan, pengetahuan, sikap, inteligensi, kemampuan atau bakat yang

⁶Yatim Riyanto, *Op. Cit.*, p. 96.

⁷L.R Gay & Peter Airasian. *Op. Cit.*, p. 109.

dimiliki oleh individu atau kelompok”⁸(Test is a practice that is used to measure someone or a group’s skill, knowledge, intelligence, ability or talent).

In this test there were two parts. Part one the students answered the question based on the analytical expository text. The researcher gave 30 values for this test. For thesis of the analytical expository text is given 10 values, for argumentation of the analytical expository text is given 10 values, and reiteration of the analytical expository text is given 10 values.

Part two, the students write the analytical expository text with the title The importance of libraries. The researcher gives 70 values. For thesis of the analytical expository text is given 20 values, for argumentation of the analytical expository text is given 20 values, and for reiteration of the analytical expository text is 30 values. So the total score of the part one and part two are 100 values.

Then, the techniques for collecting data with the test were as follow:

- a. Explaining about the outline of the expository text.
- b. Preparing the test.
- c. Checking out the validity and reliability of the test.
- d. Giving written test to all of students according the sample stated, and giving the test with writing test.
- e. Determining the time of doing the test.

⁸Yatim Riyanto, *Metodologi Penelitian pendidikan*, (Surabaya: SIC, 2010), p. 103.

- f. Giving chance or time for students to something left or not clear in doing the test
- g. Asking the students to do test and the researcher look after the students during the test time.
- h. After students finished answering the test, then the researcher collected their answer to be analyzed.

3. Interview

Besides observation the instrument for the source of secondary data, the researcher used the interview. Lexy J. Moleong stated “Wawancara adalah percakapan dengan maksud tertentu”.⁹ (Interview is a conversation with the aims). Gay and Peter Airasian say that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.¹⁰ In this research, the researcher used structural interview. In structural interview the writer prepared the question an alternative of the answer that was given to the interviewer.¹¹ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

Interview is given for grade XI students in SMA Negeri 3 Padangsidempuan, the questions were appropriated with the list of interview. Interview is done for getting data about the difficulties that usually faced by

⁹Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (bandung: Rosda Karya, 2009), p. 135.

¹⁰Gay and Peter Airasian, *Op. Cit.*, p. 219.

¹¹Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p. 136.

the grade XI SMA Negeri 3 Padangsidempuan students in writing expository text and the efforts done by English teacher to increase the students' ability in writing expository text at the eleventh grade SMA N.3 Padangsidempuan. Interview also given for headmaster to get information about situation, and learning process in SMA Negeri 3 Padangsidempuan.

E. Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expose the interview result or the final result that gotten in discussion with friends.

5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.¹²

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of test and interview.

F. Technique Of the Data Analysis

After collecting data, the writer analyzed of the data by using some steps, they are:

¹²Lexy J. Moleong, *Op. Cit.*, p. 175.

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Where :

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result ¹³

4. Description of the data, it is done to describe or interpreted data that have been collected systematically
5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

¹³Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Finding

This research was conducted in SMA Negeri 3 Padangsidimpuan which located at Jln. Perintis Kemerdekaan No. 56 Padangsidimpuan. SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 1977. Initially, this school would build in north Tapanuli, but North Tapanuli did not have area as large as 2 Ha. Therefore, this school built in South Tapanuli and located in Jl. Perintis Kemerdekaan. For the first step, the government built 15 classrooms, 1 teachers' room and 1 principle's room. Before the building was finished, the activities of teaching and learning was done in SMP Negeri 1 Padangsidimpuan for 6 months and then moved to SMP Negeri 2 Padangsidimpuan for 6 months too.¹

SMA Negeri 3 Padangsidimpuan had been headed by seven principles, they are: Muhammad Ridwan Lubis, Suad Pulungan, Tinggi Dalimunthe, H. Haniya Harahap, Drs. Aminuddin Lubis, Drs. H. Ahmad Syaukani and now the principle of SMA Negeri 3 is Drs. Hasbullah Sani Nasution.

This school has location borders as below:

¹Hasbullah Sani Nasution, Principle of SMA Negeri 3 Padangsidimpuan, *Private interview*, 31 May 2013.

- a. North side is abutted with Perintis Kemerdekaan street or SMP Negeri 5 Padangsidimpuan.
- b. East side is abutted with Sekolah Pertanian Menengah Atas (SPMA) Padangsidimpuan.
- c. South side is abutted with SPMA's football field.
- d. West side is abutted with department of agriculture' office.

The location was not too far from main street and easy to be reached. The wide of area was 2 Ha, that's wide enough to create the effective learning environment. SMA Negeri 3 Padangsidimpuan was also had good infrastructures; those were the infrastructures that we could find in SMA 3 Padangsidimpuan:

Table 1: Infrastructures of SMA Negeri 3 Padangsidimpuan.

No	Kinds of infrastructure	Total/Wide
1	Landmass	20.000 m
2	Buildings	2.236 m
3	Sport area	10.000 m
4	Classes	27 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Assistent Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla	1 Room
14	Bath room	4 Room
15	UKS room	1 Room

16	Student's consult (BP/BK)	1 Room ²
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From those infrastructures above, physically, SMA Negeri 3 Padangsidempuan had a sufficiency building, where all buildings even classes or offices had built permanently. To complete the process of teaching learning, SMA Negeri 3 Padangsidempuan has 66 teachers and official³ to teach all students with their own teaching capability.

Especially for English lesson, SMA Negeri 3 Padangsidempuan had 8 teachers, they were:

- a. M. Suad Siregar
- b. Masriana Siregar
- c. Kasmine Tanjung, S.Pd
- d. Herlinda Lubis, S.Pd
- e. Syaripuddin Siregar, S.Pd
- f. Sori Tua, S.Pd
- g. Siti Zubaidah Pemilu, S.Pd
- h. Efrida Rambe, S.Pd⁴

From the English teachers above, the researcher was interview Syaripuddin Siregar. SMA Negeri 3 Padangsidempuan had 27 classes, they

²Data was taken From Administration Data of SMA Negeri 3 Padangsidempuan.

³*Ibid.*

⁴*Ibid.*

were: 9 classes grade X, 9 classes grade XI and 9 classes grade XII. Especially for the grade XI there were 303 students.

Tabel 2: The Grade X students in SMA Negeri 3 Padangsidimpuan

Class	Total
XI IPA -1	34 students
XI IPA -2	37 students
XI IPA -3	32 students
XI IPA -4	33 students
XI IPA -5	33 students
XI IPA -6	35 students
XI IPS -1	32 students
XI IPS -2	35 students
XI IPS -3	33 students
Total	303 students⁵

2. Specific Findings

a. The Description of Students' Ability in Writing Expository Text at XI Grade in SMA Negeri 3 Padangsidimpuan

Based on the result of the test which was given to respondents, it can be seen that score of respondents between 30 up 100. It means that the highest score gotten by respondents was 100, the lowest score was 30. The means score (57.12) (the complete table on the appendix 5).

The description scores of grade XI students of SMA Negeri 3 Padangsidimpuan in writing expository text can be seen in these following explanations.

⁵*Ibid.*

Table 3: The Students' Ability in Writing Expository Text at the Eleventh Grade SMA Negeri 3 padangsidimpuan

No	Indicator of test	Students correct	Students not correct	Percentage (%)
1.	Thesis	33	0	100%
2.	Argumentation	30	3	90.90%
3.	Reiteration	31	2	93.93%

From the previous data, it can be concluded that the result test of the students SMA Negeri 3 Padangsidimpuan, the students' ability in writing thesis of expository text were correct 33 students (100%) while, the students were not correct 0 students (0%). Next, the result test of the students SMA Negeri 3 Padangsimpuan, the students' ability in writing argumentation of expository text, the students were correct 30 students (90.90%) while, the students were not correct 3 students (9.09%). The last, the result test of the students SMA Negeri 3 Padangsidimpuan, the students ability in writing reiteration of expository text, the students were correct 31 students (93.93%) while the students were not correct 2 students (6.06%).

Table 5: The Classification of the Students Ability in Writing Expository Text (A study at the Eleventh Grade SMA Negeri 3 Padangsidempuan) in 2012/2013 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very low	0	0%
2	21% - 40%	Low	10	30.30%
3	41% - 60%	Enough	8	24.24%
4	61% - 80%	High	12	36.36%
5	81% - 100%	Very High	3	9.090%
	Total		33	100%

According to the previous classification, it can be seen that there were 10 students that can be categorized into low category. It means that there were 30.30% of the students can be classified into low category. Then, there were 8 students that can be categorized into enough category. It means that there were 24.24% of the students can be classified to the enough category. Then, there were 12 students that can be categorized in to high category. It means that there were 36.36% of the students can be classified into the high category. The last, there were 3 students that can be categorized in to very high category. It means that there were 9.09% of the students can be classified into the very high category.

Based on the test result that was given to the students, to determine the students' ability in writing expository text at grade X in SMA Negeri 3 Padangsidempuan can be seen on the criteria below:

Table 4: Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good ⁶

Based on the calculating score (see appendix 5) the students' ability in writing expository text at Grade XI SMA Negeri 3 Padangsidempuan was 57.12%, it can be categorized into enough category.

There were some ability on the students in writing expository text at the eleventh grade SMA Negeri 3 Padangsidempuan.

Based on the result of the interview to the English teacher Syarifuddin Siregar told me that students' ability in writing expository text at the eleventh grade SMA Negeri 3 Padangsidempuan was categorize enough. When learning writing expository text process some students felt

⁶Ridwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

difficult to developing their ideas. He had reason about it because the students had ability in writing expository text was enough, it could seen students' list value in writing expository text at two semester. The students were gotten 80 values about eight students, the students were gotten 65 values about fifteen and the students were gotten 55 values about ten students from thirty three⁷.

One of the purposes of this research is to know the eleventh grade students' difficulties in writing expository text. One of ways to know their ability in writing expository text is by carrying out an interview. The researcher had carried out an interview for English teacher, students, and headmaster.

b. The Description of the Students Difficulties in Writing Expository Text at XI Grade in SMA Negeri 3 Padangsidimpuan

Based on the result of observation and interview to the English teacher, Syaripuddin Siregar said that there are some difficulties that usually faced by students in writing expository text, such as they felt difficult in present tense, the students still confused to find the tense of a writing expository text. They had not able to use present tense correctly, while many students didn't know the patterns of past tense. So, in writing

⁷Syaripuddin Siregar. The English Teacher in SMA Negeri 3 Padangsidimpuan, *Interview* at, 30^h May 2013.

expository text they didn't use tense but they wrote the expository text by arranging the words literally to be an expository text⁸

Further, students still weak in mastering about vocabulary in writing expository text, many students didn't know vocabularies. Their ability in mastering vocabularies still low, cause they felt difficult when they learning about expository text, because they didn't know what they should write. So, they used the same word to show other something.⁹

Then, students also felt difficult to find the theme or idea of paragraph like the write expository text with title "the importance of libraries" most of the students difficult chose to write a good idea This point in based on result of test to many students at grade XI SMA Negeri 3 Padangsidempuan. They felt difficult to find the theme or idea of text. They also sometimes didn't have inspiration or idea in writing expository text. Most of the students wrote wrong paragraph. The main idea wasn't suitable to supporting idea. Sometimes their paragraph didn't appropriate to the main idea. Example they wrote expository text about "the importance of libraries".¹⁰

So, based on result of interview with the English teacher, it can be concluded that the students had poor knowledge about simple present

⁸*Ibid.*

⁹*Ibid.*

¹⁰*Ibid.*

tense, vocabularies, and difficult in developing the main idea of expository text.

Based on interview to headmaster said that actually they are quite fun in learning English. But there are some of them that is not like this lesson. Therefore students of SMA Negeri 3 Padangsidimpuan had difficulties in learning English, especially at grade eleventh students of SMA Negeri 3 Padangsidimpuan, their ability in writing English were very low. They don't have motivation to study English. They lazy and boring to study English, it made them have low score in English.¹¹

According to students, Afriani Dewi said, she felt difficult in writing expository text such as she felt difficult in present tense, she still confused to find the tense of a writing expository text.¹²

Next, Rudi Priyanto said that he didn't has many vocabularies and he never memorize the vocabularies in his house. So when he was writing expository text, he needed long time to open dictionary.¹³ Similarly with Nurapida Rambe said that, vocabulary is one of difficulties in writing expository text. Because English was difficult to memorize vocabularies. So, in writing expository text "I didn't know what would I do".¹⁴

¹¹Hasbullah Sani Nasution, *Private Interview*, Headmaster Office, 30th May 2013.

¹²Afriani Dewi. The Student of XI IPA-4 in SMA Negeri Padangsidimpuan, *Interview* at, 30th May 2013.

¹³Rudi Priyanto. The Student of XI IPA-4 in SMA Negeri Padangsidimpuan, *Interview* at, 30th May 2013.

¹⁴Nurapida Rambe. The Student of XI IPA-4 in SMA Negeri Padangsidimpuan, *Interview* at, 30th May 2013.

Further, Eka Widya said, that she felt difficult to find the theme or idea of paragraph like the write expository text with title “the importance of libraries” most of the students difficult chose to write a good idea .¹⁵ This point in compliance with result of interview to many students at grade XI SMA Negeri 3 Padangsidimpuan. Next, Masdiana Harahap said, she felt difficult to find the theme or idea of text. They also said sometimes she didn’t has inspiration or idea in writing expository text.¹⁶ The main idea wasn’t suitable to supporting idea. Sometimes their paragraph didn’t appropriate to the main idea.

So, based on result of interview with grade eleventh students of SMA Negeri 3 Padangsidimpuan, it can be concluded that the students had poor knowledge about simple present tense, vocabularies, and difficult in developing the main idea of expository text.

c. The Efforts of the English Teacher to Overcoming the Students

Difficulties in Writing Expository Text.

To anticipate the students’ difficulties in writing expository text, the English teacher had some efforts. Based on the result of interview to Mr. Syaripuddin Siregar as the English teacher in SMA Negeri 3

¹⁵Eka Widya. The Student of XI IPA-4 in SMA Negeri Padangsidimpuan, *Interview* at, 30th May 2013.

¹⁶Masdiana Harahap. The Student of XI IPA-4 in SMA Negeri Padangsidimpuan, *Interview* at, 30th May 2013.

Padangsidempuan, he said that to overcome the difficulties of the students in writing expository text were:

1. The difficulties of students about present tense, the English teacher must repeat again about present tense and ordered to memorize the patterns then gave the more examples which the near example or familiar example with students life. For example the using of the simple present tense in writing expository text.
2. The difficulties of students about vocabularies, to make students were easy to memorize the word. The English teacher used efforts. One of English teacher ordered effort was they brought the students to a place. Next, the teacher ordered the students to write the vocabularies in that place there. The last, they memorized the vocabularies. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.
3. The difficulties in developing the main idea of expository text, before gave the exercise to the students the English teacher explained about the expository text, the generic structure of expository text and aspects of text. Next, the teacher gave the example and then the teacher made the group discussion and gave the titles that near with knowledge,

experience and age of students. The last the teacher gave exercise for them.¹⁷

B. Discussion

After analyzing the data, it was gotten that the students' ability in writing expository text can be categorized enough. It can be known from the calculating score (see appendix 5) that the students' ability in writing expository text at grade XI in SMA Negeri 3 Padangsidimpuan was 57.12%.

In writing expository text, there were some difficulties that faced by students, they were the students lack in the grammar, still there were many students haven't able to use the grammar. Like in mastering the present tenses, they didn't able to use tense in writing expository text. Whereas they didn't know the patterns. Syah said that the learning difficulties can be caused by 2 (two) factors, they were: *the first*, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹⁸

However, the internal factor and external factor influenced the students' difficulties in their learning. First, they faced the difficulties because of their worse mind set or opinion. They believe that grammar is difficult subject. Then,

¹⁷ Syaripuddin Siregar. The English Teacher in SMA Negeri 3 Padangsidimpuan, *Interview* at, 30^h May 2013.

¹⁸ Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

they have low enthusiasm and motivation in writing expository text. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in learning present tense. While to overcome the students difficulties about vocabularies. The English teacher ordered effort was they brought the students to a place. Next, the teacher ordered the students to write the vocabularies in that place there. The last, they memorized the vocabularies. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.

So, the students understood truly. Then, the English teacher motivated the students to improve students' interested in mastering vocabularies. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹⁹ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.²⁰

Thus, according to the researcher, methods used in teaching vocabularies are a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating

¹⁹Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

²⁰Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p.

to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember.²¹

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in teaching writing expository text the teacher used makeshift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

²¹Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), p. 150.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about the students' ability in writing expository text at grade XI SMA Negeri 3 Padangsidempuan, the researcher conclude as follow:

In this case, the conclusions of this research as the following:

1. The students' ability in writing expository text at the eleventh grade SMA Negeri 3 Padangsidempuan, they can be categorized into enough categories. It can be seen from the value of the mean score (M) got by students, that is 57.12%.
2. The difficulties students SMA Negeri 3 Padangsidempuan in writing expository Text were:
 - a. Difficulties in present tense
 - b. Difficulties in vocabulary
 - c. Difficulties in developing the main idea of expository text
3. The efforts of the English Teacher in overcoming the students difficulties in writing expository text were:
 - a. The efforts of the English Teacher about present tense, the teacher often repeat the lesson then gave the more examples which the near

example or familiar example with their condition and environment.

So that the students easy to understand their subject.

- b. The efforts of the English Teacher about vocabularies, to make students were easy to memorize the words.
- c. The efforts of the English teacher in developing the main idea of expository text, before gave the exercise to the students the English teachers explained about the expository text, the element of expository text and aspect of text.

B. Suggestions

In every point of conclusion has the point of suggestion. In order to reduce the problems arising in learning English, especially in writing expository text some suggestions would be advisable to follow, they are as the following:

1. To the headmaster of SMA Negeri 3 Padangsidempuan to support the English teacher to increase their ability in study English, especially in writing expository text. And the headmaster should give opportunity for the English teacher to follow seminar and upgrade to increase knowledge for the English teacher.
2. To the English teacher of SMA Negeri 3 Padangsidempuan to:
 - a. Before studying the writing expository text, the students had known and mastered about generic structure/element of expository text.

- b. Apply the suitable strategies, methods, ways, which can improve or help them understand in learning English especially in making expository text.
3. Parents are suggesting watching their sons and daughters to do exercise at home. This is very important, so the students are very active and do their exercise. By doing so the convergent situations between school and home.
4. To the students suggest study hard about simple present tense, vocabularies, mastered about generic structure or element of expository text.
5. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT (A STUDY AT THE ELEVENTH GRADE SMA NEGERI 3 PADANGSIDIMPUAN)

By : Suryani Harahap, S. Pd. I.¹

ABSTRACT

The problem on the research was that the students' ability in writing expository text at the eleventh grade SMA Negeri 3 Padangsidinpuan still have lack in mastery of vocabulary. If have much vocabularies the students will easy to involving text. Moreover, they often have difficulties to build and develop their ideas because they are lack in understanding generic or schematic structure of exposition text, lack in choose right diction, and use of good grammar.

Based on the result of research, the researcher was found that the students' ability in writing expository text at the eleventh grade SMA Negeri 3 Padangsidimpuan was enough (57.12). Students were lack in writing present tense of expository text, writing vocabularies, and developing the main idea of expository text. The efforts done by the English teacher in overcoming the difficulties about present tense; the teacher repeat the lesson and gave more examples. The English teacher ordered students to memorize the words. Then the English teacher explained about the expository text, the generic structure of expository text, aspects of expository text and the English teacher gave the title that near with students knowledge, to developing the main idea of text. Next, the English teacher gave the exercises to the students about expository text, and then the English teacher repeat again the material about expository text.

Key Word: Students' Ability, Writing, and Expository Text.

I. INTRODUCTION

This research tried to investigate about the ability of students in writing expository text. Writing is one of the tool of communication that used to shared information in order to express idea and feeling in written form. There are some

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kinds of writing which learned by students, they are; exposition, explanation, report, and anecdote, spoof, and the others. But in this occasion, the researcher wants to discuss about exposition text. It is divided in two kinds, they are; hortatory exposition, and analytical exposition.

Exposition text is a piece of text that present on side of an issue. The text means the use of language in the context of situation and in the context of culture. It is used for the oral language and written one. Oral language is kind of language that used in the spoken language. Further, the written one is used for the written language. Both of these languages used permanently in daily life. So, the text is usually found out in the teaching – learning process.

Exposition text is one of the target curriculums in SMA Negeri 3 Padangsidempuan. By learning exposition text, the students are expected to be able to reach the criteria of minimum learning mastery of the XI grade students of SMA Negerri 3 Padangsidempuan well. It is stated 65 on the statements of Mr. Syarifuddin the English teacher at SMA Negeri 3 Padangsidempuan, but according to He that many XI grade students in this school do not reach the target. The students still have lack in understanding about exposition text. It is proved that from their achievement in last semester, the students got on average 55 the ability in writing exposition text of students is still low, one of them is the mastery of vocabulary. If have much vocabulary the students will easy to involving text. Moreover, they often have difficulties to build and develop their ideas because they are lack in understanding generic or schematic structure of exposition text, lack in choose right diction, and use of good grammar.

Students' difficulties presences not only come from students alone, but also come from other. It can come from teachers when they teach English, they do not use various method or strategies that are interest for students. Thus, it made the students are lazy or bore to study.

Therefore, the researcher has attached expository texts in syllabus as a subject matter that must be learnt by students considering to these importance that has been explained above. Based on the above explanation the researcher interest to do a research about **“The Students’ Ability In Writing Expository Text (A Study At The Eleventh Grade SMA Negeri 3 Padangsidempuan”**.

II. METHODOLOGY

This research used the qualitative research. The suitable method of this research is descriptive method. It means that descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students’ ability in writing expository text at grade eleventh SMA Negeri 3 Padangsidempuan. There were two sources of the data in this research. They are primary data source and secondary data source. To get an accurate data, the researcher uses test, interview, and observation. The writer took one class to do the research; that is class XI IPA 3. To determine the data trustworthiness above, the researcher used is *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of test and interview. After collecting data, the writer analyzed of the data by using some steps, they are: editing of data, reduction of the data, tabulation of the data, description of the data, taking conclusion.

III. DISCUSSION

1. Theoretical Design

A. Students' Ability

According to Hornby state that the students is a person studying at a school, college, university, etc.² Mariam says that "Ability is aquality or being able, especially in physical, mental or legal power to perform".³

Based on the definitions above that the researcher concluded that the student is a person have capacity or power in understanding vocabulary that the students is studying in university.

B. Writing

Writing is one the most important skills in learning language besides reading, speaking, and listening, the students think that writing is more difficult than speaking and reading. Writing is a process and product with make a writer such symbol, letter, which has a meaning.

According to A S Hornby in this book 'Oxford Advanced Learner's Dictionary' that writing is a group of pieces writing, especially by a particular person or on a particular subject.⁴ While, Pardiyono says "Writing is one of realization from linguistic competence that express in to written in to oral language".⁵ Next, Minto Rahayu says "Menulis adalah mengungkapkan pikiran dalam bentuk tulisan".⁶ (Writing is expressing of mind in writing form).

Then David Nunan stated:

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.

²A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2005), p. 1344

³A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.

⁴A.S. Hornby, A P Cowie, et. al, *Op. Cit.*, p. 502.

⁵Pardiyono, *Writing Clues for Better Writing Competence*, (Yogyakarta: CV andi offset, 2006) p. 9.

⁶Minto Rahayu, *Bahasa Indonesia di Perguruan Tinggi*, (Jakarta: PT Grafindo, 2007) p. 143.

Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.⁷

So, based on the explanation above, the researcher concludes that writing is the activity transferring the ideas and to describe a language in graph of symbol that understood by someone, so the readers can understand what the writer means.

C. Purpose of Writing

According to Michael O'malley, there are three purposes of writing, they are: informative, expressive, persuasive.

1. Informative writing, it means that the purpose are to give information, directions, or ideas.
2. Expressive writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
3. Persuasive writing, it means that writers attempt to influence others and imitiate action or change.⁸

D. The Kinds of Text

There are many types of text learnt by students of Senior High School in learning the writing skill they are; description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition.

Based on the variety and form, Wafer made the classification as following:

- 1) Eksposisi mencakup: defenisi dan analisis.

⁷David Nunan, *Practical English Language Teaching*, (Singapura: Mc. Graw Hill, 2003), p. 88.

⁸Michael O'malley, *Authentic Assessment for English Language Learning*, (USA: Addison Wasley Publishing Company), p. 137-138.

- 2) Deskripsi mencakup: deskripsi ekspository dan deskripsi literer.
- 3) Narasi mencakup: urutan waktu, motif, titik pandang dan pusat minat.
- 4) Argumentasi mencakup: induktif dan deduktif.⁹

Exposition consists of definition and analysis; Description consists of expository description and literary description; Narration consists of time sequences, motif, point of view, and interest center; Argumentation consists of inductive and deductive.

E. Expository Text

Expository is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The ideas are usually presented or arranged in logical order.

Expository text is non-fiction reading material in which the intent of this written work is to inform or explain something to the reading audience. According to pardiyono stated in this 'Pasti Bisa Let's Write!' that memberikan atau menyampaikan suatu argumen atau opini, pendapat atau ide-ide tentang suatu hal, dengan tujuan menetapkan suatu keputusan atau membujuk orang lain. It means to expose argument or opinions in response to a problem or event in order to judge or to persuade. While, Wishon said "Exposition is used in giving information, making explanations, and interpreting meaning. It includes essays, and information and instructional material".¹⁰

Define expository text as a text whose purpose is to inform the readers of its opinion about a topic and developed by a logical sequences of related

⁹ Henry Guntur Tarigan. *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 27.

¹⁰George E. Wishon Julia M. Burks, *Let's Write English Revised Edition* (New York: Convention, 1980), p. 382.

ideas. So, the students' need explicit instruction in how to organize their writing, presents ideas which are logically related to the main topic sentences together in a smooth way, and recognize and understand text structures.

Exposition is divided into two kinds; they are hortatory exposition and analytical exposition.

1. Hortatory Exposition

Hortatory exposition is a text which represents the attempt of them to have the addressee do something or act in certain way.¹¹

a) Social function

According to Gerot and Wignell that the social function of analytical exposition is to persuade the reader or listener that something should not be case.¹²

b) Generic structure

- 1) Thesis is announcement of issue of concern.
- 2) Arguments is the reason for concern, leading to recommendation.
- 3) Recommendation is statement of what ought to or ought not to happen

c) Significant lexicogrammatical features

- 1) Focus on generic human and non-human participant, except for speaker or writer referring to self.

¹¹<http://chitayae.blogspot.com/2012/12/analytical-exposition.html>, Retrieved on April 12, 2013).

¹²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gred Stable, 1996), p. 209.

2) Use of:

- a. Mental Process: to state what the writer thinks or feels about issue e.g. realize, feel, and appreciate.
- b. Material Process: to state what happen e.g. Polluting, drive, travel, should be treated.
- c. Relational Process: to state what is or should be. e.g. doesn't seem to have been, is.

3) Use of Simple Present Tense.¹³

2. Analytical Exposition

According to Linda Gerot and Peter Wignell” Analytical expository text is a text in which the writer argues that something is the case.¹⁴

1) The social function or communicative purpose

In writing, especially in writing analytical expository text the writer should comprehend firstly about the social function of analytical exposition text. Linda Gerot and Wignell stated that social function of analytical exposition is to persuade the reader or listener that something is the case.¹⁵

2) Generic (Schematic) Structure

Linda Gerot and Peter Wignell noted that the generic (schematic) structure of analytical exposition text are thesis, arguments, and reiteration. 1) Thesis divided in two kinds, they are; position that introduces topic and indicates writer's opinion, and the

¹³*Ibid.*, p. 210.

¹⁴*Ibid.*, p. 197.

¹⁵*Ibid.* p. 197.

second one is preview that is outlines the main argument to present. 2) Arguments divided in two kinds, they are; point which restates main argument outline in preview and elaboration which develops and support each point/argument. 3) Reiteration that restates writer's position.¹⁶

3) The lexicogrammatical features or language features

Before going to discuss further about analytical exposition, it should be known about the lexicogrammatical features of the text. Rudi Hartono also noted that lexicogrammatical features of analytical exposition text are; focus on generic human and non-human participant, more use of modality and modulation, few of temporal conjunctive relations, reasoning expressed as verb and nouns, use of material, relation and mental process.¹⁷

Based on the explanation above, the researcher concludes that analytical exposition text is a text which the writer argues that something is case. The example of analytical exposition text can be seen as follows:

Title	<u>The Dangerous of Using Drugs</u>
Thesis	Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.

¹⁶*Ibid.* p. 197-198.

¹⁷Rudi Hartono, *Genre of Text* (Semarang: English Department Faculty of Language and Art. 2005), p. 9.

Argument 1	<p>In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!</p>
Argument 2	<p>When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.</p>
Argument 3	<p>Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!</p>
Reiteration	<p>So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state. ¹⁸</p>

¹⁸Otong Setiawan Djuharie, *Genre Dilengkapi 700 SoalUjiPemahaman* (Bandung: Yrama Widya, 2007), p.33.

From the example above, can be seen the generic structure of analytical expository text. In the first paragraph, found thesis ; the second paragraph is argument; and the last paragraph is reiteration.

So, from the all explanation that the analytical exposition text is kind of text which a very exact texts to argue that something is the case (analytical exposition).

2. Findings

Based on the result of observation, interview, and test test to the students, the writer can be concluded the students' ability in writing expository text at the eleventh grade SMA Negeri 3 Padangsidimpuan were enough categories.

The result of the test which was given to respondents, it can be seen that score of respondents between 30 up 100. It means that the highest score gotten by respondents was 100, the lowest score was 30. The means score (57.12)

Next, based on result of interview with head master, teacher, and the grade eleventh students of SMA Negeri 3 Padangsidimpuan, it can be concluded that the students' difficulties in writing expository text at the eleventh grade SMA Negeri 3 Padangsidimpuan were: present tense, vocabulary, and difficulties in developing the main idea of expository text.

Finally, the efforts of the English Teacher in overcoming the students difficulties in writing expository text were: First, the teacher often repeat the lesson then gave the more examples which the near example or familiar example with their condition and environment. So that the students easy to understand their subject. Second, the efforts of the English Teacher about vocabularies, to make students were easy to memorize the words. Third, in developing the main idea of expository text, before gave the

exercise to the students the English teachers explained about the expository text, the element of expository text and aspect of text.

IV. CONCLUSION

Based on the result of the test done by students, observation and interview done by the researcher about the students' ability in writing expository text at grade XI SMA Negeri 3 Padangsidempuan, they can be categorized into enough categories. It can be seen from the value of the mean score (M) got by students, that is 57.12%. The students' difficulties were in writing present tense of expository text, writing vocabularies, and developing the main idea of expository text. The efforts done by the English teacher in overcoming the difficulties about present tense; the teacher repeat the lesson and gave more examples. The English teacher ordered students to memorize the words. Then the English teacher explained about the expository text, the generic structure of expository text, aspects of expository text and the English teacher gave the title that near with students knowledge, to developing the main idea of text. Next, the English teacher gave the exercises to the students about expository text, and then the English teacher repeat again the material about expository text.

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Lamp : -
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Padangsidimpuan, 08 November 2012
Kepada Yth :
Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, S.S, M.Hum.
Di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

- Nama : Suryani Harahap
- NIM : 09 340 0023
- Jurusan / Prog.studi : TARBIYAH / TBI-1
- Judul Skripsi : **THE STUDEN'S ABILITY IN WRITING EXPOSITORY TEXT (A STUDY AT THE ELEVENTH GRADE SMA NEGERI 3 PADANGSIDIMPUAN).**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi mahasiswa dimaksud, sekaligus penyempurnaan judul bila diperlukan.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

KETUA PRODI TBI

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2. NIM : 09.340 0023
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Benar telah melaksanakan penelitian di SMA Negeri 3 Padangsidimpuan dengan judul " **THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT (A STUDY AT THE ELEVENTH GRADE SMA N. 3 PADANGSIDIMPUAN)**". Sesuai dengan surat Pembantu Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Nomor : Sti.14/I.B.4/PP.00.9/699/2013 tanggal 31 Mei 2013 tentang **Mohon Bantuan Informasi Penyelesaian Skripsi**.

Demikian Surat Keterangan ini **diperbuat dengan sebenarnya** agar dapat dipergunakan **seperlunya**.

Padangsidimpuan, 11 Juni 2013



Kepala SMA Negeri 3
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