

CHAPTER I

INTRODUCTION

A. The Background of the Study

Students need to learn writing in order to be able to write their information about ideas, imaginations, and experiences in the right sentences. They also can learn how to compose good sentences into good paragraphs. Besides that, in writing the students can learn how to explore their paragraphs to become a story or an essay. The students also can share those things with others in order to communicate their information in written form. Additionally, the students also need to learn writing in order to complete their assignment which needs their ability to write correctly and appropriately.

In addition, Sadapotto, Asrifan and Natsir (2018: 295) state that writing is also considered to be the most difficult skill to learn. As Richards and Renandya in Sadapotto, Asrifan and Natsir (2018: 295) said that writing is the most difficult skill for second language learners to master. Furthermore, in learning writing students have to deal with various kinds of text. One of the texts that should be learned and mastered by the students, especially the eleventh grade students of vocational school is analytical exposition text.

According to Dirgeyasa (2016: 130), Analytical exposition text is a text that used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument. In

addition, the analytical exposition is also defined as a text that elaborates the writer's idea about the phenomenon surrounding. There are some experts that gave similar description of analytical exposition. Djuharia (as cited in Amilia and Sisbianto, 2016) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. In addition, Priyana (as cited in Amilia and Sisbianto, 2016) adds that "analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both". (p.3).

The generic structure of analytical exposition is organized in three stages, they are: thesis; arguments; and reiteration. Thesis consists of position and preview. Position introduces topic and indicates writer's position. On the other hand, preview is the outlines the main arguments to be presented. Arguments consist of points and elaboration. Point restates main argument outlined in preview and elaboration develops and supports each point. Meanwhile, reiteration is to restate writer's position.

In order to know the students' ability in writing, assessment is needed. According to Amua-Sekyi (2016: 1), Assessment can be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of students' works, one of them is the tasks given during the learning process. The assessment tasks given should provide various activities to make sure that the students' learn well, especially in writing. Teachers who recognize the importance of writing in

language learning understand that writing helps students connect their thoughts through the assessment task that provide various activities.

Constructing knowledge through engaging in writing tasks, which often requires writing in response to text, has the potential to shape student learning about both the process of writing and about the content they are writing about. Doyle in Escher (2002: 10) state that in addition to shaping student learning, writing tasks provide the structure for student learning; in other words, as students begin to understand what tasks lead them to do they will acquire information and operations that are necessary to accomplish the tasks they encounter. To clarify, tasks provide a framework for constructing knowledge within a discipline that determines what students do and learn in the classroom. Engaging in academic writing, therefore, is a worthwhile task for students because of the complexity and richness of the process. In fact, writing is “among the most complex of human mental activities” (Flower & Hayes in Escher, 2002, p.10). Research has shown that writing significantly influences a student’s understanding of a topic or text and confirms the importance of incorporating writing tasks into classroom learning activities. More importantly for this study, research has suggested that the kind of writing students are asked to complete in school has a direct influence on the ways in which students are asked to think.

Regarding to that point, the researcher realizes that the most important part to know the students’ writing ability is from their product which is their writings.

It can be assumed that if the students have a good writing ability, their writing also will be good and vice versa. In this case, teacher should know the students’

development so that the teacher can make sure whether the students have done the learning process in proper way or not. By assessing, teacher also can get the information about the students' capability in learning English.

However, to assess students' writing product is not a simple thing to do. According to Masrul (2015: 66), in the learning of writing that we found of writing assessment. An important purpose of assessment is to design appropriate learning programs for all students. Assessment is integral to teaching and learning. It should be based on learning outcomes that specify what students know, understand and are able to do with language. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do. Assessment procedures should relate to the knowledge and skills that are taught within the school program, and to the syllabus outcomes.

Urquhart & McIver (as cited in Ratnaningsih, 2016, p.5) argue that the most time intensive part of teaching writing is assessment. Miller (as cited in Ratnaningsih, 2016, p.5) defines that assessment as gathering information to meet the particular needs of a student. Ratnaningsih (2016: 5) states that the teacher does the assessing by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

To find out the kinds of task that the English teacher gave in writing, the researcher did an observation. The observation was conducted on the 9th April

2019 at SMK Telkom Medan. Based on the observation, the researcher found that there is problem in learning English, especially writing. The problem that the researcher found is in the textbook used by the eleventh grade students. The assessment tasks in the textbook do not provide various activities. Most activities of the writing tasks are asked the students to write the analytical exposition text. The examples of the assessment tasks are presented below:

C Let's Practice

A. The article given below is incomplete.
Complete it using the format of an exposition text and give it a suitable title.

Introduction (thesis statement)
Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

Argument 1 + Elaboration

Argument 2 + Elaboration

Conclusion (restatement of thesis statement)

E Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks. When you are done writing your first draft, consult your teacher to get a feedback on your writing.

Draft 1:

It is obviously can be seen that the assessment tasks do not provide various activities, especially the writing tasks. Therefore, this research is aimed to help the teacher in developing the writing assessment tasks that hopefully can be used by the teacher of eleventh grade students at SMK Telkom Medan.

B. The Identification of the Problem

Based on the background of the study that was described above, the identification of the problem is the assessment task used at SMK Telkom Medan

does not provide various activities especially for writing skill. Another problem is the graduates of vocational high schools are expected to have capabilities of the intermediate level. However, according to the interview with the English teachers in SMK Telkom Medan, the students' English competence, particularly writing, many of them are still in the novice level.

The lack of writing expertise is frequently seen as a sign that students do not possess the appropriate thinking and reasoning skills that they need to succeed. It makes the teachers should work harder in order to make the students have good mastery in writing in particular. The English teachers should have control on the students during the process of learning and after the process of learning.

C. The Problem of the Study

Based on the background of the study described above, the problem of the study is formulated as follows: *How are writing assessment tasks of analytical exposition text based on curriculum 2013 for the eleventh grade students of SMK Telkom Medan developed?*

D. The Objective of the Study

In accordance with the problem of the study above, the objective of the conducted study is formulated as follows: *to develop writing assessment tasks of analytical exposition text based on curriculum 2013 for the eleventh grade students of SMK Telkom Medan.*

E. The Scope of the Study

This study deals with the assessment tasks of students' writing. In order to give the best result, this study focuses in developing the writing assessment tasks. Analytical exposition text will be the focused genre of this study. The development of assessment task in this study is limited on the assessment task for eleventh grade students of multimedia program at SMK Telkom Medan.

F. The Significances of the Study

The result of this study is expected to be useful in both theoretically and practically, which formulated as follows:

1. Theoretically

The researcher is expected that this study can be the source of information for other researchers regarding the developing of writing assessment task.

2. Practically

The researcher is expected that the result of this study can give contribution in English education and also be used by the English teacher to give various activities of writing for analytical exposition text.