

**THE DEVELOPMENT OF ENGLISH ANALYTICAL
EXPOSITION TEXT AT SMAN 2 SIDOARJO**

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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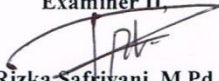
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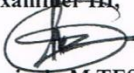
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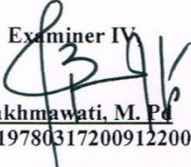
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ABSTRACT

Miftahul, Anna. (2019). *The Development of English Analytical Exposition Text at SMAN 2 Sidoarjo*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisors: Dr. Siti Asmiyah. M.TESOL and Rakhmawati. M.Pd

Keywords: the development, analytical exposition, writing.

This research discusses the development of English in analytical exposition text. The aim of this content analysis research is to know how is to analyse the development of analytical exposition text by 32 students at first year at SMAN 2 Sidoarjo. The result showed that most of students made excellent thesis, excellent result in arguments part, good score in reiteration, and excellent in logical development of English analytical exposition. Most of students are capable to develop the thesis statement and to control the idea of each paragraph in analytical exposition because there are transitional signals, important points in arguments, background of the main idea, and detail explanation. The result showed that the students' text in reiteration part is weak because of incomplete to summarizing is too brief in restating the thesis statement and does not hold the idea well. This study indicates the students can develop the English analytical exposition because it contains thesis statement, the background, logic arguments, well controlling the topic, transitional signals to connect paragraph-to-paragraph, restates in conclusion, unity, and coherence in the text but need to improve the ability in developing good reiteration.

ABSTRAK

Miftahul, Anna. (2019). *Pengembangan Teks Analytical Exposition di SMAN 2 Sidoarjo*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Siti Asmiyah. M.TESOL and Rakhmawati. M.Pd

Kata Kunci: pengembangan teks, analytical exposition, menulis.

Penelitian ini mendiskusikan tentang pengembangan teks *analytical exposition* murid. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan murid untuk mengembangkan teks *analytical exposition* oleh 32 murid XI MIPA 5 SMAN 2 Sidoarjo. Hasil penelitian menunjukkan bahwa sebagian banyak murid mampu membuat *thesis* dengan baik sekali, hasil yang baik sekali juga untuk membuat argumen, skor yang baik di *reiteration*, dan pengembangan logika yang baik sekali dan mampu mengontrol dengan baik antar paragraf di teks *analytical exposition*. Hasil lain juga menunjukkan bahwa murid tidak baik ketika merangkum karena ada poin yang hilang dan terlalu singkat untuk menceritakan kembali ide dan juga tidak berisi poin-poin penting. Penelitian ini mengidentifikasi bahwa murid mampu mengembangkan teks *analytical* karena berisi *thesis* statement, latar belakang, argument yang bisa di logika, mampu mengontrol topik dengan baik, mampu menggabungkan antar paragraf dengan penghubung, mngmukakan kembali di *reiteration*, kesatuan, saling berhubungan di dalam teks, tetapi masih membutuhkan pengembangan kemampuan untuk *reiteration* yang lebih baik lagi.

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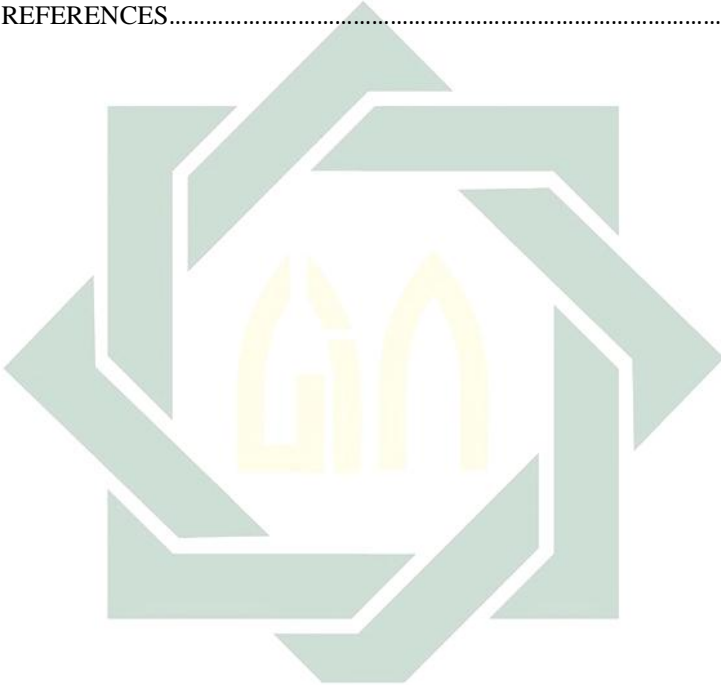
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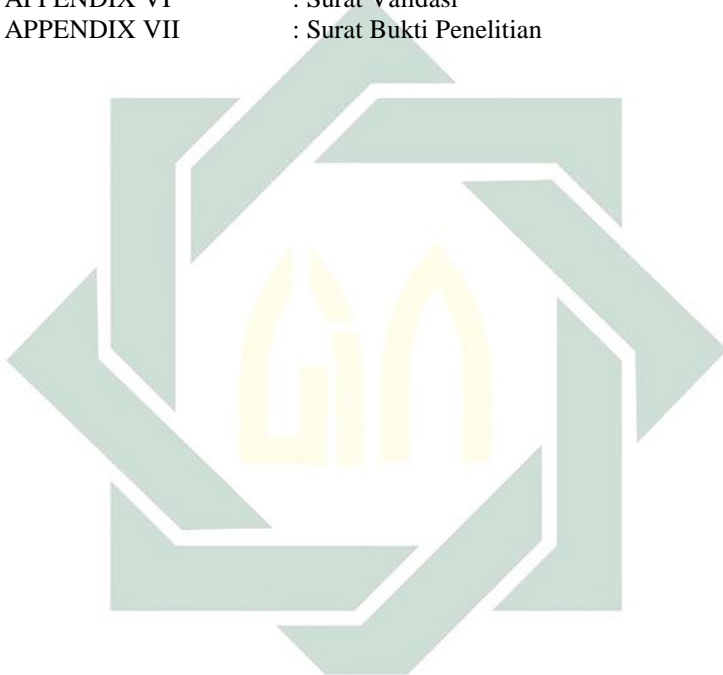


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CHAPTER I INTRODUCTION

This introductory chapter provides some information that consists of six sections, namely background of the study, research question, objective of the research, significance of the study, scope and limitation, and definition of the key term at the end of the chapter.

A. Background of the Study

The ability Analytical exposition text is a text that discusses about something happen that related to phenomena in society.¹ Analytical exposition is a type of text that the purpose for making readers believe in the problem that happen with writer's argument on the subject.² A text related with society and discuss about the information that happen in human life directly. Based on the explanation, it can be concluded that analytical exposition text is a text that has purpose to persuade the readers to look at the point of issue in society by writer's perspective critically that have to be supported by facts and relevant information.

In academic writing, analytical exposition text is important to be learned by university students. Analytical exposition text is one of the genre text that is learned by English department student. The students are demanding to be able write an analytical exposition and compose the essay writing.³ Mastering to write an analytical exposition is important to prepare senior high school students to become university students. In university, students will face some kinds of text for making academic writing. It demands the students to make a good essay critically about the issue in society by the writer's view.

Furthermore, the students have to prepare how making a good essay since in senior high school to apply the students' ability of writing in university because that is one of the important way to make a good analytical exposition text. So, analytical exposition is

¹ Annisa, "Students' ability in writing an analytical exposition text at english department of university negeri Padang". *Journal of English Language Teaching*. Vol. 7 No. 1, March 2018, 170.

² Dimas Yudha, "Analysis on Analytical Exposition Text Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya". *Journal of English Department, Faculty of Language and Arts, State University of Surabaya*. Vol 06 No 01, 2018, 10.

³ Annisa, "Students' ability in writing an analytical exposition text at english department of university negeri Padang". *Journal of English Language Teaching*. Vol. 7 No. 1, March 2018, 170.

one of important text that should be mastered by students since in senior high school for preparing and applying to university.

The analytical exposition text is one of genres stated in English curriculum for the second grade of SMA students in first semester. It is also one of the most difficult genres that students learn in understanding the text.⁴ The students must make a good essay of analytical exposition text based on the generic structure and language features in eleventh grade. Analytical exposition consists of some paragraphs that will be one. The students must understand how to make paragraphs and to develop the idea because making analytical exposition not separated from good paragraph.

The paragraph is important elements in writing to make a good text. A paragraph is consist of some sentences which develop one idea only and have some support sentences explain more about the point of the paragraph.⁵ Giving the explanation how making a good paragraph for students will make the students' essay better than before. In addition, the students should develop the paragraph in order to connect from one sentence with others.

Dorothy and Lisa stated that paragraph development is the development the main idea by adding more information to explain the writer's meaning.⁶ Three common ways to develop a paragraph are giving details, giving an explanation, and giving an example.⁷ Beside giving details, giving an explanation, and giving and an example, there are two important elements for developing the paragraph, they are unity and coherence.

According to Alice Oshima and Ann House, all the paragraphs have unity. Unity has meaning that only discuss one idea.⁸ If paragraph has more than one idea, it means that is not unity and should make a new paragraph to others new main idea.

⁴ Efa Silfia et al, "Students' difficulties in comprehending the analytical exposition texts at grade XI A of science program in sman 3 sungai penuh" *Journal English Language Teaching* . Vol 1 No 1, Maret 2013. 105.

⁵ Martin L. Arnaudet - Mary Ellen Barret, *Paragraph Development : a guide for students of English* (United States of America : Prentice Hall, Inc, 1990, 7)

⁶ Dorothy E Zemach - Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Spain: Mac Milan Education, 2005), 17

⁷ Dorothy E Zemach - Lisa A Rumisek, *Academic Writing*.....17

⁸ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 30

Also, coherence means sentences in a paragraph should flow smoothly and logically.⁹ Coherence is needed in paragraph to hold together every sentences, means that coherence is important for making movement from one sentence to another sentence must be logical and smooth till the end.¹⁰

All these criteria for a good piece of writing, however, seem to be difficult for students to achieve. Rusmaniar explains that almost 76% of senior high school students are still low making a good paragraph and mastering the tenses.¹¹ It showed that there are many students not really mastering to make paragraphs and develop the idea even the students will demand to make an essay in university. The teacher must give the students the preparation in writing analytical exposition that useful in their future especially in university.

In fact, there has been previous studies on students' writing ability, for example, students' writing ability in analytical exposition text at second semester of the eleventh grade of MAN 1 Central Lampung in academic year of 2015/2016 by Kurniawati and Kurniawan, "Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization practices" by Keck, "An Investigation Study of Academic Writing Problems Faced by Arab Postgraduate Students at Universiti Teknologi Malaysia (UTM)" by Abdul Kareem and by Katrini that focused on the textual components to create organized and comprehensiveness of the text.¹²

One study by Abdul Kareem, this aim of this study was investigate the academic writing problems encountered by Arab speaking postgraduate students at Universiti Teknologi Malaysia (UTM). Other study focus in practice by L1 & L2 student conducted by Keck. Result show that the higher rate of copying observed for the L2 group as a whole could be explained by a

⁹ Beaumont, T. "Paragraph". Faculty of Business & Economics The University of Melbourne, 6)

¹⁰ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 31

¹¹ Rusmaniar, Thesis: "*An Error Analysis on Students' Paragraph Development oWriting Recount text; A Case Grade X of Dharma Karya Senior High School, Pondok Cabe in the Academic Year*"

¹² Dewi Kurniati, Tiza O, "Using highlighted journal strategy in teaching analytical exposition text. English Education: Jurnal Tadris Bahasa Inggris. Vol 10 (2), 2017.

small number of students who copied source text language extensively. In both the L1 and L2 groups, novice writers tended to rely more on source text excerpts than their more experienced peers.¹³

SMAN 2 Sidoarjo is one of good schools in Sidoarjo that apply the analytical exposition in the curriculum. Students are demanded to make a good analytical exposition text based the generic structure and language feature. The students of SMAN 2 Sidoarjo should make a good analytical exposition text by developing to paragraph because most of the students will continue their study in university.

B. Research Question

Based on the background of the study above, this question of this research is “How is the development of English analytical exposition by students at SMAN 2 Sidoarjo?”

C. Objective of the Study

Considering the research question stated above, this study is to diagnose to analyze how is the development of English analytical exposition by students at SMAN 2 Sidoarjo.

D. The Significance of the Study

The research results are expected to give significant input to the following.

1. **Theoretical Significance**
This research provides an explanation of students’ development in writing analytical exposition made by students of grade eleven at SMAN 2 Sidoarjo..
2. **Practical Significance**
This study help the teacher to know how students’ ability making a good text of analytical exposition based on the language feature and the generic structure. The teacher becomes known how to teach the students to develop the paragraph especially at analytical exposition.
3. **Further Researcher**
This study makes the further researcher to be a reference that will beneficial and useful to find out how to solve the

¹³ Casey Keck, “Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization practices”. *Journal of Second Language Writing*. Vol. 25, 2014, 4-22.

students' problem to develop the paragraph at analytical exposition.

E. Scope and Limitation of the Study

The scope of this research is focused the students' in developing of English analytical exposition. The researcher analyzes students' development by generic structures of English analytical exposition.

The limitation of this study is on students' text of generic structure development of English analytical exposition during the academic period year 2018-2019. This research held at first year students of XI MIPA 5 class at SMAN 2 Sidoarjo.

F. Definition of Key Terms

Here are definitions of the key terms based on perspective of this study or in other words terms below are defined operationally as follow:

1. Writing

According to Sutanto, writing is the way in which thoughts or ideas should be expressed in words or letters.¹⁴ It means that writing is a way to elaborate students' argument about particular topic in English, in form of analytical exposition.

2. Paragraph

According to Alice Oshima and Ann Hogue, a paragraph is a basic unit of organization in English writing that related sentences and develops one main idea only.¹⁵ In this research, paragraph is students' writing consist a unit of organized argument in some well related sentence of analytical exposition.

3. Paragraph Development

Diagnosis Dorothy and Lisa stated that paragraph development is developing the main idea by adding more information details to explain the writer's meaning.¹⁶ In this study, the development of English analytical exposition

¹⁴ Sutanto, et al. *English for Academic purpose: Essay Writing*. (Yogyakarta: C.V Andi Offset. 2007), 1

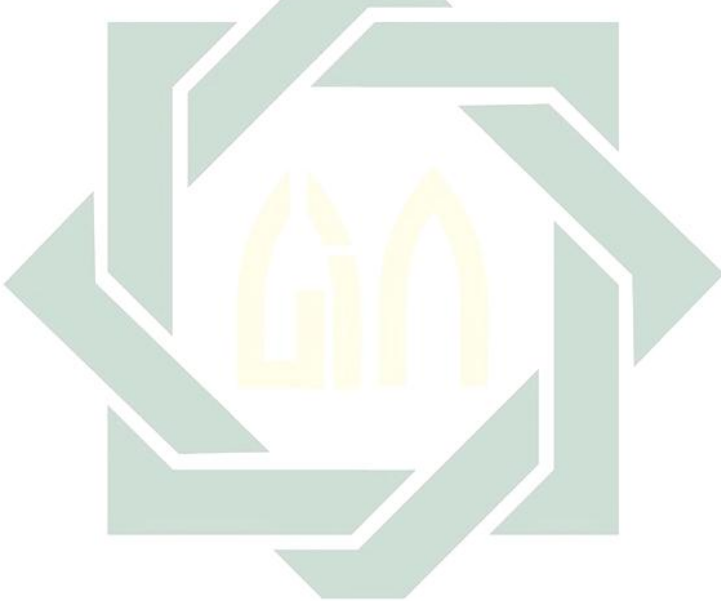
¹⁵ Oshima Alice - Ann Hogue, *Introduction to Academic Writing, Third Edition* (Pearson Education, 2007), 16.

¹⁶ Dorothy E Zemach - Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Spain: Mac Milan Education, 2005), 17

contains one main idea and supporting details that elaborate the text.

4. **Analytical Exposition**

According to Jane Cavanagh, Analytical Exposition is a type of writing that analyzing a topic focuses only on one side of the facts-based arguments and relevant information¹⁷. In this study, analytical text is a piece of English writing developed by SMAN 2 Sidoarjo's students that give critical evaluation of a certain issue.



¹⁷ Jane Cavanagh, *English K-6 Syllabus*, (Sydney: Cathy Young, Sydney: Board Studies, 1998),35.

CHAPTER II REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and conceptual framework and description about writing ability. This chapter provides some informations are review of related review and previous studies.

A. Theoretical Framework

1. Writing

Writing is process, a way of thinking as well as means of communication, and one of the things that can be used to think of someone and an aspect of it has to be impersonal.¹⁸ According to Sutanto, writing is the way in which thoughts or ideas should be expressed in words or letters.¹⁹

In the school curriculum, English has been some skills. Writing is one of skills that must students master in English. Students can be enjoyable to write as long as they have the ideas and can achieve it. There are basic principles, including material, registration, and subject matter to be addressed in academic writings.²⁰

2. Paragraph

a. Definition of Paragraph

Writing There are many definitions of paragraph that have been proposed by some experts in language learning. Paragraph is one of important content that related in writing especially on academic writing. According to Alice Oshima and Ann Hogue, a paragraph is a basic unit of organization in writing that related sentences develops one main idea only, paragraph can be long as ten sentences or as short as

¹⁸ Comley Nancy R, Scholes Robert. *The practice of writing second edition*. (New York: St. Martin's Press. 1985)

¹⁹ Sutanto, et al. *English for Academic purpose: Essay Writing*. (Yogyakarta: C.V Andi Offset. 2007), 1

²⁰ Sutanto, et al. *English for Academic purpose: Essay Writing*..... 1

one sentence, there is no fixed rule about the number of sentences that should make up a paragraph²¹.

In other book, paragraph is consists sentences which develop one idea and complete units of though that are presented in a logical order²². Every sentence must help the main idea to develop become a good text.²³

Writing a paragraph is difficult for English speakers as well as for people whose first language is not English. There are mistakes when make a paragraph they are the building blocks of almost all written genres. If the writer can't produce a good paragraph, means that it will make problem in the future to produce a good essay, literature review, report, and other type of text²⁴.

There are the principles of writing paragraph in order to make a good paragraph²⁵; First. the paragraph mush have the topic sentence. Second, all remaining sentences can develop and support the topic sentence. Third, develop the main idea only. Fourth, the sentences should flow smoothly and logically. Fifth, a concluding sentence may be added but is not essential.

b. Structure of Paragraph

A paragraph is made up of three basic parts²⁶. The first is topic sentence, topic sentence is the main idea of the paragraph. It is usually the first sentence of the paragraph, also it is a general sentence about a specific sentence. The topic sentence is important to introduce overall idea of the paragraph to control ideas which further focuses on the subject of the

²¹ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 16

²² Jamescook University, *Perfect Paragraph* (Australia: The Learning Centre, 1)

²³ Martin L. Arnaudet - Mary Ellen Barret, *Paragraph Development : a guide for students of English* (United States of America : Prentice Hall, Inc, 1990, 36)

²⁴ Beaumont, T. "Paragraph". Faculty of Business & Economics The University of Melbourne, 1)

²⁵ Beaumont, T. "Paragraph".....1.

²⁶ Dorothy E Zemach - Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Spain: Mac Milan Education, 2005), 12

paragraph. through the topic sentences the readers know what is the meaning of the paragraph and it will make easier to be discussed in the following lines of the paragraph.

According to Oshima and Hogue, a good topic sentence is usually first sentence of the paragraph, neither too specific nor too general states the topic sentence is clearly with the point of the paragraph without the specific explanation²⁷.

The second part is the supporting sentence, the supporting sentences are the sentences that develop and support the outline of the main idea. It is usually explain more detail about the topic sentences. The supporting sentences provides explanation to clarify; evidence to validate; and example to illustrate to describing the main idea more detail²⁸.

The third is the conclusion sentence means signals the end of paragraph. It can finish with important points to remember by repeating the main idea. The writer usually repeats the important idea in the concluding sentence to remind the readers what is the point of the paragraph. It means that in the end of paragraph the writer can summarize the important point in different words but still same meaning²⁹.

c. Paragraph Development

As we know that write a good paragraph indicates that the writer can develop the paragraph well. The general aim of paragraph is to communicate a single idea clearly and effectively with the support sentences. There are two important elements to develop the paragraph:

1) Paragraph unity

According to Oshima and Hogue, all paragraphs must unity. Unity is only discuss one

²⁷ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 28.

²⁸ Jamescook University, *Perfect Paragraph* (Australia: The Learning Centre, 1)

²⁹ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 28

idea³⁰. If paragraph has more than one idea means that is not unity and should making a new paragraph to others new main idea. The most important sentence in the text can be called thesis statement.³¹

Good paragraph will have the consistency when making the topic. As stated by Boardman and Frydenberg, topic sentence is crucial for producing a well-organized paragraph.³² For example, the topic of paragraph talking about the advantages of motorcycle. One paragraph only discuss one advantage of motorcycle. Next paragraph can explain about other advantages of motorcycle until can relate each other. In making advantages of motorcycle, the writer should consistent focus on the advantages not explain about the disadvantages. It can be unity because explaining by good organizing.

Developing the main idea of paragraph needs some supporting sentences. Every supporting sentence should explain or prove the main idea that is related with the topic directly. Many writers usually making supporting sentences not related with the topic or not explain directly what is the point of the main idea. Adding supporting sentences will help reader to know what is the meaning actually in text.

2) Paragraph Coherence

The second important element is coherence. Coherence means sentences in paragraph should flow smoothly and logically³³. Coherence is

³⁰ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 30

³¹ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 66

³² Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate*, 67.

³³ Beaumont, T. "Paragraph". Faculty of Business & Economics The University of Melbourne, 6)

needed in paragraph to hold together every sentences, means that coherence is important for making movement from one sentence to another sentences must be logical and smooth till the end³⁴.

According to Beaumont, there are four ways to achieve coherence in paragraph³⁵. The first is using nouns and pronouns appropriately. Using noun and pronouns in paragraph are important.

The second is logical order to arrange ideas. The point of logical order is to arrange the idea to be logic for the reader. There are some kinds of logical order, they are chronological order, logical division of ideas, and comparison/contrast.

The third is repeating key nouns regularly that refer back to key noun's. Repeating key nouns are needed to explain more when the meaning is not clear.

The last is use transitional signals, it is useful to relating the main idea with the sentences in paragraph. It helps the reader to understand the main idea and meaning of the paragraph. Use transitional signals will guide and lead the reader easy to get the point from one idea to the next. It will make coherence.

Transitions are word that use for connecting one sentence to others. The transitions will help the writer to make paragraph continuity and coherence. Alice O and Ann Hogue stated that there are three groups of types of transition signals³⁶, they are sentence connectors (including transition phrases and conjunctive adverbs), clause connectors (including coordinating

³⁴ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 31

³⁵ Beaumont, T. "Paragraph". Faculty of Business & Economics The University of Melbourne, 6)

³⁶ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 44

conjunctions and subordinating conjunctions) and a mixed group called others. Here are some transitions³⁷:

Table 2.1: Transition Signals

TRANSITION SIGNALS FOR GENERAL USE	
To Show Addition	and, also, besides, further, furthermore, in addition, moreover, next, too, first, second
To Contrast	still, even though, on the contrary, yet, although, but, however, on the other hand, in contrast, nevertheless,
To Give Examples	to illustrate, in fact, specifically, for example, for instance,
To Compare	also, in the same manner, similarly, likewise
For Showing Time	after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately
For Concluding	in short, in summary, to sum up, therefore, that is. conclusion, to sum up, that is, therefore
For Showing Place Or Direction	below, beyond, nearby, opposite, close, to the left.
To Indicate Logical Relationship	if, so, therefore, consequently, thus, as a result, for this reason, since

³⁷ Anne Whitaker, “Academic Writing Guide 2010: A Step-by-Step Guide to Writing Academic Papers”. City University. September 2009.

3. Analytical Exposition

a. Definition of Analytical Exposition

Priyana stated that analytical exposition is the essay that has the topic of pro or contra, or both³⁸. The topic that will be discussed is case that happened in society. The support statement will help the writer to explain the point of the case. The topic should be important and happen then to be explored. Furthermore, Kartini and Farikah stated that analytical exposition explain about the issues, ideas, and information that will be inform to listener and the reader that happening³⁹.

According to Kemendikbud, an analytical exposition text evaluates a topic critically that happening in society by the writer's opinion and focus only on one side of an argument⁴⁰. The argument and point of view should supported by facts and real information. The support sentences have to explain more and give the relevant information for thesis statement. The purpose of an exposition according to Jane Cavanagh is explore issue and argue that related with case in human life..⁴¹

b. Generic Structure of Analytical Exposition

Jane Cavanagh stated that exposition can be divided in three parts.⁴² The first is thesis, starting the topic and establish the point of view by the writers so important in introduction. Introductory statement consists question or an emotional statement that is an attention grabber. Also, thesis should has a writer's

³⁸ Annisa, "Students' ability in writing an analytical exposition text at english department of university negeri Padang". *Journal of English Language Teaching*. Vol. 7 No. 1, March 2018, 170.

³⁹ Annisa, "Students' ability in writing an analytical exposition text at..... 171

⁴⁰ Jane Cavanagh, *English K-6 Syllabus*, (Sydney: Cathy Young, Sydney: Board Studies, 1998), 36

⁴¹ Jane Cavanagh, *English K-6 Syllabus*..... 36

⁴² Kementerian Pendidikan dan Kebudayaan. *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI* (Gresik: PT Temprina Media Grafika, 2017), 48

preview of the points to make to support their argument.

The second of generic structure is argument. In argument, consists with some points to make the analytical exposition be a good essay. The arguments are important to convince the audience. Each paragraph starts with a new argument. Each paragraph has a main point, reason for the main point and evidence to support the main idea. Using emotive words, mental verbs, causal conjunctions to persuade to audience are needed. The last is reiteration, the writer summarises the point start beginning until the end.

a. **Language Features of Analytical Exposition**

According to Sudarwanti and Grace the language features of Analytical Exposition text are many. The first is focus on generic human and human participant. Second, mental verbs used when expressing opinions (like, believe). Third, the words that link to arguments (firstly, however). Fourth, present tense to make a paragraph. Fifth, use compound and complex sentences. The last, modal and adverbs are needed in making analytical exposition text

B. **Previous Study**

In this part, the researcher reviews some previous study related to this current study such as by Putra,⁴³ Rusmaniar,⁴⁴ Mustafa,⁴⁵ Kurniyati,⁴⁶ and by Kartika.⁴⁷

⁴³ Dimas, Y P G, "Analysis on Analytical Exposition Text Written by Elevent Graders of SMA Hang Tuah 4 Surabaya". English Department.

⁴⁴ Rusmaniar, Thesis: "An Error Analysis on Students' Paragraph Development oWriting Recount text; A Case Grade X of Dharma Karya Senior High School, Pondok Cabe in the Academic Year 2013/2014

⁴⁵ Mustafa N Abdulkareem, "An Investigation Study of Academic Writing Problems Faced by Arab Postgraduate Students at Universiti Teknologi Malaysia (UTM)". *Journal of English Language Teaching*. Vol. 3 No. 9, September 2013..

⁴⁶ Diah Dwi Kurniyati, A Degree of Strata 1 Thesis: "Analisis Kesalahan Kohesi dan Koherensi Paragraph pada Karangan Sisswa Kelas X SMA Negeri 3 Temanggung". (Yogyakarta: Universitas Negeri Yogyakarta, 2012).

There are four of studies mainly investigated those who are in Senior High School and only one study focusing in University students. Four of studies focused on students' ability in text such as recount text and analytical exposition for making the generic structure but there is one study focused on students' problem in academic writing. It is different with this research that focus on students' ability in developing paragraph.

Moreover, those studies have analyzed through different methods such as descriptive qualitative, error analysis research, descriptive research, and a snowballing technique. The first result by Putra showed that most of the students are getting inconsistent to understand the language features and the generic structure in analytical exposition. The second result by Rusmaniar showed that most students got 76 percents error and 20 percents and got the average score is 61. The third result by Mustafa showed that English language teachers and specialist is effective teaching approaches for teaching students in the school. The fourth result by Kurniyati showed that there were 89 mistakes found in the students' writing tasks. There were 49 mistakes in using cohesion such as 3 mistakes of repetition, 29 mistakes of conjunction, 6 mistakes of ellipsis, 2 mistakes of substitution, and 1 mistake of synonym. The last result by Kartika showed that 32.26% students got excellent to very good classification, 41.93% students got good to average, 9.68% students got fair to poor score and 16.13% students got very poor score.

Generally, the previous studies focused on the generic structure of kind of texts such as recount text and focused on students' problem in the text. While this current study focuses on the analysis of English development of analytical exposition.

⁴⁷ Kartika S, "An analysis of students ability in retelling narrative text in written form".
Jurnal Tadris Bahasa Inggris. Vol 10(1), 2017

CHAPTER III RESEARCH METHOD

This chapter explains reviews research design is used in this research. It includes research design, time and location, data and source of data, research instrument, data analysis technique.

A. Research Design

This research used qualitative descriptive to analyze the answer based on the research question. According to Herbert and Elana, qualitative descriptive provides descriptions of the phenomena which occur naturally, without an experiment or an artificial treatment of the research in the form of description from the different perspective.⁴⁸ The researcher collected students result of analytical exposition to describe the developing of paragraph which students develop without any treatment for the researcher. Therefore, qualitative design suits this purpose.

B. Research Presence

This researcher used qualitative design, the role of the researcher as the key instrument who collects data through content analysis. The researcher collected the content analysis by using instruments. In this research, the role of the researcher was the key instrument whom collected the data through examining students' work.⁴⁹

C. Research Subject

This research is conducted in SMAN 2 Sidoarjo particularly at XI MIPA 5 that has 32 students at Gading Fajar street, Sidoarjo. This research conducted in first semester of eleventh grade during the academic period year 2018/2019. This research took only one class which means there are 32 students result of analytical exposition text to be analyzed about the paragraph development by the researcher.

⁴⁸ Herbert W. Selinger – Elana Shohamy, *Second Language Research Methods* (New York: Oxford University Press, 1990), 116.

⁴⁹ John W Cresswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (Sage Publications, 2009), 164.

D. Data and Source of Data

1. Data

In this study, the data is the from development of students' English analytical exposition. For answering research question, the researcher used students' writing in developing of english analytical exposition. There are 32 texts that were analyzed by the researcher and the researcher's friend.

2. Source of Data

The source of data in this study was collected from students' result of analytical exposition by students' assignment. It analyzed based on by Boardman & Frydenberg and Brown's theory.⁵⁰ The data is taken from XI MIPA 5 of SMAN 2 Sidoarjo that contains 32 texts.

E. Data Collection Technique

This study used content analysis. The function of content analysis was as data collection and data analysis. In content analysis, data collection is done by analysis. This called as analysis the data because the researche collect data by read documents.

F. Research Instrument

The instrument of the research was needed to answer the research question of this study. The researcher used rubric assessment in writing of analytical exposition. The rubric instrument is adopted by Boardman & Frydenberg and Brown's theory. This rubric evaluated 4 aspects of this study such as English students' writing ability in developing the generic structure and logical development. It used 5 categories in scoring English students' writing ability such as excellent, good, adequate, unacceptable, and not work.

G. Data Analysis Technique

The data obtained through content analysis. The function of content analysis was a data collection and data analysis. After collecting the data, the researcher analyzed it. In analyzing the document it started from:

⁵⁰ H. Douglas, *Language Assesment Principles and Classroom Practices*, (Pearson Education, 2004), 244

1. Reading the content

The researcher reads the students' result of analytical exposition on all part of generic structure.

2. Identifying the content

The researcher identifies the students' ability to develop paragraph in analytical exposition in every part on generic structure, they are thesis, argument, reiteration and logical development.

3. Analyze the content

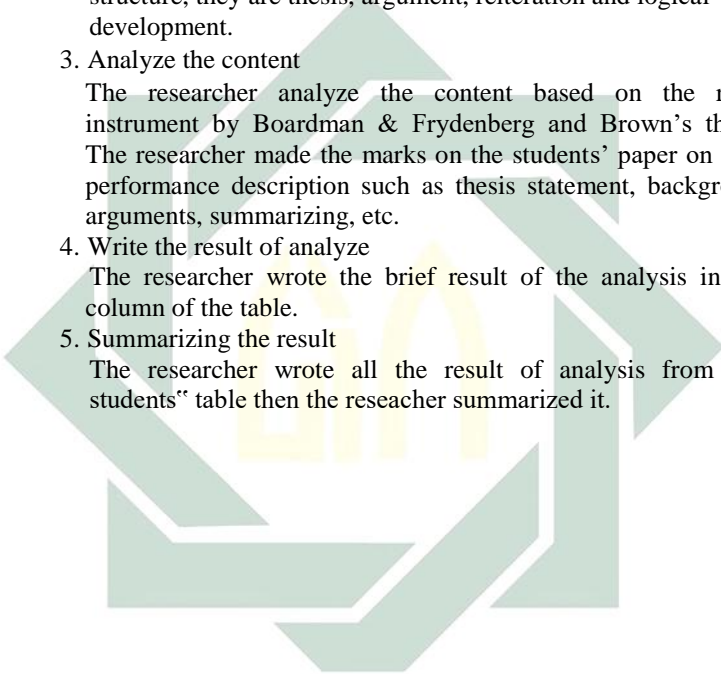
The researcher analyze the content based on the rubric instrument by Boardman & Frydenberg and Brown's theory. The researcher made the marks on the students' paper on every performance description such as thesis statement, background, arguments, summarizing, etc.

4. Write the result of analyze

The researcher wrote the brief result of the analysis in note column of the table.

5. Summarizing the result

The researcher wrote all the result of analysis from each students' table then the reseacher summarized it.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion. The researcher explains the result of the analysis in the research finding. While in the discussion, the researcher describes the findings about students' development.

A. Research Finding

This study had been conducted start from 8 - 12 November 2018 by using the technique qualitative descriptive. The data of this study is analyzed based on the research question how is the development of English analytical exposition by students.

1. Students' Development

To answer the research question, checklists content is used to in this chapter. These descriptions describe the result from the checklist instrument. The researcher got 32 analytical exposition texts from XI MIPA 5 that analyzed using four aspects. The aspects are thesis, arguments, orientation, and logical development.

All texts have the four aspects of English analytical exposition, but with different quality.

a. Students' thesis development

Thesis is one of generic structure of English analytical exposition or it can be called introduction or orientation. In the thesis, the point of English analytical exposition is started. The students should state the topic and establish the point that supposed to develop into next generic structures are body of argument and reiteration or conclusion. Below, the table contains about data of students' development in the thesis.

Table 4.1 Quality of thesis development

Quality	Score	Number of Students
Excellent (20-18)	20	11
	19	3
	18	8
Good (17-15)	17	7
	16	-
	15	-
Adequate (14-12)	14	2
	13	-
	12	-
Unacceptable (11-6)	11	-
	10 – 6	-
Not Work (5-1)	5 - 1	-

Based on table 4.1, most students got excellent score in thesis development, followed by good score and the last is adequate score. There are 22 of 32 students that made thesis in an excellent way, then 7 of 32 students made a good thesis of analytical exposition, and only 2 students that got adequate score. The students that got excellent score made the analytical exposition in complete contains such as a thesis statement, topic and background.

As follows table 4.1 mostly students made an excellent thesis because has a well-established and interesting introductory paragraph contains general topic, background information by topic, a strongly persuading sentence, writer's position and the thesis statement. For the example of the student's thesis who got score a 20 can be seen below.

The food that consumed by people such as hamburger, pizza, KFC, French fries, etc are some examples of fast food. Many people consume fast food because easy to get in the fast food restaurant ant take the little time to wait. Hamburger and pizza are often considered as unnutrious food. Unnutrious foods contain large amount of fat. Fast food is described the food that

has a little amount of tranctional content. Fast food is not healthy for some reasons (S.1)

Finding shows student can write all criteria of excellent thesis. The background is shown in sentence.

“ Many people consume fast food because easy to get in the fast food restaurant and take the little time to wait. Hamburger and pizza are often considered as nutritious food. Unnutrious foods contain large amount of fat. Fast food is described the food that has a little amount the tranctional content.”

It explains clearly in the topic, which is about fast food is choosen by consumen. The topic and problem of the thesis are included in the background which is about the fast food is unnutrious foods. The last part of the thesis statement is ‘fast food is not healthy for some reasons’

Moreover, thesis statement that can be discussed and explained with supporting ideas about fast food on the next argument body. The writers’ position stand by negative argument in a sentence that detailed in “fast food is not healthy”.

On the other hand, the following example is about a student that got score 19.

A term of drugs is very connected with a compound that gives the effect of addiction for users. Dangers of drugs not only impact on physical but it intefees mental or soul of the drugs addicts, hence dealers and drug users must be eradicated. (S.2)

Based on text above to find that in the first sentence explains about the drugs has the effect of addiction for users that automatically the thesis has a general topic about drugs. Next finding is the danger of drugs not only impact for physic person, but give the effect of a person’s mental. Therefore, the student introduces the background above to remind to readers about the misuse of drugs because some people use the drugs in a wrong way that make them being addicted to it. Unfortunately, in the background there is no more information about what misuse is done by people.

The writer’s position is in the sentence “*not only impact on physical*” showed that the student make a

negative effect and strong argument of misuse of drugs. The thesis only missed more information on the background of the topic.

Next, the students that got score 18 are the students' result that missed some points of the thesis.

Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat. (S.3)

Finding shows that the topic of thesis is about the effect of too much fat. The intro is strongly persuading the reader, but need more statement showing the problems and for more information about the example of a serious problem with the healthy. Also, the student can show a little bit about the causes of too much fat.

Next, the example of students who got score 17, there are six students that missed some points of thesis.

Cars should be banned from the city center at least in the biggest cities because they bring on more problems than benefits. Pollution is the top one major problem a long with traffic jams.(S.4)

The thesis contains some background information about the problems of cars in the biggest cities. Cars should be banned from the city center is a topic of the thesis. The student explains that pollution is the one major problem, but not explain more detail sentences. Although, the student can give more information about why people often to use the car in the big city or give more the example of causes of pollution but from cars. The thesis statement is in sentence "they bring on more problems than benefits".

The first score of adequate quality is two students who got score 14.

Global warming has serious impacts for human. The examples are climate change, failed crops, and temperature change in every place. It makes human face a serious problem and should find the solution to substract the impacts. (S.5)

Finding shows that topic in first sentence and too little background information about global warming. In the first sentence shows that there is a thesis statement “global warming has serious impacts for human” which can explain and discuss but not in complete sentences.

b. Students’ Argument Development

Argument is the second generic structure of analytical exposition text. In this part, the students write a series of arguments that each paragraph should has a main point, reason for the point and the support sentences. Each paragraph has to be logically linked to the the previous paragraph and to the thesis statement. Below are the data of students’ result of argument in English analytical exposition.

Table 4.2: Quality of Argument development

Quality	Score	Number of Students
Excellent (20-18)	20	10
	19	2
	18	3
Good (17-15)	17	3
	16	-
	15	5
Adequate (14-12)	14	4
	13	-
	12	-
Unacceptable (11-6)	11	-
	10 – 6	-
Not Work (5-1)	5 - 1	-

Based on table 4.2, there are 10 students got perfect score which mean they made an excellent argument. There are 2 students got score 19, 3 students got score 18. The excellent argument is the arguments are highly effective and credible content. For making excellent arguments at least there are three arguments are well developed with

topic sentences and supporting details. Each argument has a strongly support the thesis statement and topic.

Also, the students can develop the argument well-organized, relevant, support with logical reasons, deep and significant consequences of the reasoning. Next, sometimes provides the bridge or a true concluding sentence. The last is clear transitional expressions are used throughly. The second quality is good, there are three students that got score 17 which is missed one/two of the excellent criteria that mentioned before.

The last score of excellent quality is 15, there are five students who made almost perfect argument of analytical exposition. Next quality is adequate, there are four students who have score 14. In adequate quality, the students miss some criterias of good quality.

The example of students' result who got score 20 is shown below.

Firstly, the academy of American Pediatricians (AAP) and the Canadian Pediatricians Association states that children aged 0-2 years may not be exposed to gadget technology at all. Children aged 3-5 years are limited to one hour per day. And children aged 6-12 years are limited to 2 hours per day. Otherwise, it will gave negative impact to the children. Many parents don't know this so they give their gadgets to their children even when they are toddlers.

Also, believe that children need to interact with people around them, and it has become the character of children to run, jump, and dance. But by giving them smartphones and tablets, they become too comfortable to play with their gadgets which is definitely just sitting, even while lying down without moving at all. And if this often happens, the child can become lazy and overweight.

Another reason is when children start looking for entertainment from gadgets, they will find a variety of fun there, which in the end they will be addicted , and can not escape from it. And the more they are with their parents. (S.7)

Finding shows that each paragraph have a strong argument for developing well the arguments. The student puts an argument *“Otherwise, it will gave negative impact to the children”* as main argument in first paragraph because this paragraph explains about the ages of children that important for letting parents to may children exposed the technology in gadgets. In the second paragraph, the student made the sentence *“Also, believe that children need to interact with people around them”* as a strong argument which is mentioning one of the negative argument of the text that explains the important of interact with others for children.

The last strong argument is *“they will be addicted , and can not escape from it”*. The student mention at least three arguments in each part of argument. All points of each paragraph indicated the negative statement. In the beginning of first paragraph, the student was started with strongly supports about the children’s aged for using the gadgets by credible association (The Academy of American Pediatricians (AAP) and The Canadian Pediatricians Association).

Next, the student develops the argument in second paragraph with consequences of the reasoning why children need to interact with people around them. It has impact in the character building of children which is if children become comfortable with their gadgets automatically will influence their self-growing. It relevant with the previous explanation in first paragraph.

In the last paragraph, the student also mention the logical evidences and reasons of the addicted of children with the gadgets. All of the support sentences are related with the topic arguments and it was a good well-organized. In addition, in the last sentence of each paragraph has the concluding sentence as a bridge. Also, the student puts the clear transitional in the body arguments such as *“firstly”* in the beginning of body argument, *“also”* in the beginning of second body argument, use *“and”* and *“because”* in the correct place of the body argument.

Next, the example of students who got score 19 can be seen below.

First, the food is not properly taken care of, which leads all the way back to where the food is originally produced. The health risks that come from eating so much fast food are little threatening. Obesity can come from eating fast food that is bought often, indeed all, fast food can causes bad things such as malnutrition.

Second, it contains much sugar in it. Consuming too much sugar causes obesity and diabetes. It can cause bad things such as rationrition. We all know that obesity has been a huge problem in our country and many other country such as USA.

Third, fast food is more likely to be served in low quality. Just like its name, fast food company like to produce food as much and fast as it possible. So, that the food safety and not maintained. It is not maintained. It is not their priority at the end. (S.8)

Finding shows that the body of argument has three strong arguments, ‘*fast food can causes bad things such as malnutrition*’ in the first paragraph which is has the supported sentences that explain more about the example of malnutrition. In the following paragraph, ‘*it contains much sugar in it*’ as a main topic and the support sentences explain about the advantages of science that can apply in science and technology.

The last is ‘*fast food is more likely to be served in low quality*’ as a main point in the third paragraph, the student give the explanation that fast food is not good for healthy. All of the arguments are the topic in argument of analytical exposition that has supporting details to develop the body of argument

All of the topics are connect with the thesis statement in the thesis part is about some reasons why fast food is not healthy for body.. The student can make a quite well-organized and states convincing support sentences in paragraph two into paragraph three through word ‘so’. means that English is important for getting job easier.

The student's text has a clear transitional expression every paragraph such as in the last paragraph in "third" word that connecting the previous topic into last topic to end the body of argument.. In the last part should to be independent paragraph but the student not making the last paragraph being independent because has the criteria that become clearly paragraph.

Then, there are three students who got score 18. The example is shown below.

First, the current development make all of the information can get faster and easily. Therefore everyone can add insight with a wide range, especially for students. They can use this useful stem to help get the many information with the help of internet too.

Second, in this modern era many schools more use the technology in learning, to teach, registration, until do exam. All of it obviously need this item. With use laptop the students and the teacher are helpful.

Third, many various by laptop can get students by the application in it. The students can use Microsoft to make an article or for make a material for presentation. It is vermy helpful for them. (S.9)

From text above shows that there are many points that related with the thesis statement about laptop for developing the study. The student explains about the purpose of having laptop. From the sentence "*They can use this useful stem to help get the many information with the help of internet too.*" is sufficiently convincing supporting sentences.

Unfortunately, the student didn't make the supporting sentences above become one, for making the stronger arguments and well-organized should be one paragraph.

The student gave the little a concluding in the sentence "*It is very helpful for them*" that laptop is very useful and helpful for students and teacher for better education in this era. The last, student gave the paragraph some transitional expressions in "first", "second", "because" e.t.c.

The example of text from students who got score 17 is shown below.

First, reason why full day school not suitable Indonesia is kids will get exhausted because they have to study from 7 p.m to 4 a.m. It will make student don't have more time to interact to their family because they tired to do so.

Second, student will not have more time to play with neighborhood, kids in Indonesia usually play traditional games like bekelan, patahan, ingkling, etc. If the program full day school held in Indonesia. Kids will not have time to play those things anymore.

Third, if full day school held in Indonesia, kids can't interact with other people that cant be met at school, like they own neighbor.(S.9)

The text above showed that there are three arguments in the body that explaining about the thesis in the previous paragraph. The topic sentence clearly support the thesis statement such as “*full day school not suitable in Indonesia kids will get exhausted*” in the first argument, “*student will not have more time to play with neighborhood*” in the second arguments and “*kids cant interact with other people...*” in the last argument that really support the thesis. The thesis statement is about a new program in Indonesia that not suitable to apply for the students.

In the sentence “*student don't have more time to interact to their family because they tired to do so*” is relevant with the topic which is the student mentioned the contra of the government's news about full day school program. In other side, even the student had three strong arguments that related with the thesis statement but had lack of detail and incomplete. The student can give complete the paragraph use the activity of student in the school that make the students tired or another reasons. Actually, students can give more the explanation in each paragraph but they do not. Also, in part “*like they own neighbor*” is less convincing. The student made logic arguments paragraph by paragraph

and adding the transitional expression in each beginning of paragraph such as “first”, “second”, and “third”.

The example of text from students who got score 15 is shown below.

One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to heart attack or it may lead to heart problem.

In addition, extra fat can also change the amount of sugar in your blood. This can causes serious disease such as diabetes.

Furthermore, high blood pressure is another possible resuly of being fat. (S.10)

Based on the text above the students made three paragraphs for body of argument that had main point in each paragraphs. The first point in “*One important effect is on the heart*”, the second point can see in sentence “*This can causes serious disease such as diabetes*”.

Unfortunately, the first point argument is good, but the supporting sentences are not correlated which is not have a detail explaining about the point. In addition, some reasons are less convincing. The transitional expression was used “such as”, “and” even the student made a limited transitional but has tried to add in the body of argument.

The example of text from students who got score 13 is shown below.

First, I believe if students bring laptop in school it can easily in instructional media because students can more creative and can sense a media learning

Second, I agree if students use a laptop. The students not stuttening technology and students will try new things on their laptop. (S.14)

From the text, it is found that the point arguments are less than three points. The student made two arguments only even the arguments are related with the thesis statement in the previous paragraph. The paragraph has a few transitions to organize the body of analytical exposition. Also, the support sentences are

invalid for the topic. The student should make minim three points to make a excellent body of argument.

Those all are the analysis of argument body of analytical exposition. The finding shows that the most students made an excellent argument of analytical exposition. Based on the analysis, the students made three or more point in the strong arguments and a good support sentences to make the arguments more credible for reader. The second quality is good, how the student made the argument of analytical exposition in this level are good but the support sentences are incomplete and lacks some part about the topic that student's discuss in the text. Most of the student in good quality also can make logic paragraph and good transitional expression to connect paragraph by paragraph.

In the adequate quality, there are four students can make a three points but not a strong arguments. In this level, the students often made a irrelevant information, too brief explanation, incomplete arguments and less organization and transitional expressions.

c. Students' reiteration development

Reiteration is the concluding of the generic structure. In this part, the student summarizes the thesis and the arguments and re-states the thesis statement. Also, the students give the suggestion in the last part. Below are the data of the students' result of reiteration development

Table 4.3: Quality of Reiteration development

Quality	Score	Number of Students
Excellent (20-18)	20	4
	19	3
	18	2
Good (17-15)	17	4
	16	-
	15	4
Adequate (14-12)	14	2
	13	6
	12	4
Unacceptable (11-6)	11	2
	10 – 6	-
Not Work (5-1)	5 - 1	-

Based on table 4.3, there are 9 of 32 students that made a excellent reiteration, 4 of them got score 20, 3 of them got score 19, and 2 of them got score 18. Excellent level has the criterias such as the student master to summarizes the points of arguments, restates the writer's position, giving remark/suggestion, and does not add new information about the topic of analytical exposition text.

For the good quality there are 8 of 32 students that got score 15-17. The criteria in this level are the student provides concluding paragraph but uses one of three ways mentioned above, the student does not add new information of topic in conclusion, the conclusion is incomplete, and there are few repetitions but still well.

The adequate quality, there are 12 of 32 students who got score 12-14. For score 14 are 2 students, score 13 are 6 students, and score 12 are 4 students. The students who entering the adequate quality are the reiteration which has a brief conclusion, no suggestion is included, and many points are not summarized. The last

quality is unacceptable. The criteria of this level are the student tend to present new ideas in conclusion, without suggestion, full of repetitions, and too brief. In this level there are 2 students who got score 11.

The analyzing of students result who get 20. All of the criteria are present in the reiteration.

Social media such as facebook, twitter, instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers health both mentally and emotionally. (S.15)

Finding shows that thesis statement is restates in the reiteration in sentence *‘however, too much exposure of social media can also be bad especially for teenagers’* and from that sentence the student can emphasize the writers point of view about the social media are bad for teenagers. Also, the student can avoid repetition same/previous sentences. The summarizing of points of arguments are explained again with clearly statement and are in the sentence

‘as it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction.’

and the student not adding new information in reiteration.

The following score is 19, there are three students who made the reiteration in this score.

Television indeed can be a media to entertain and to teach children something. However, programs in TV are not designed for children only, they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much

watching TV also will weaken children eyes. Thus, watching TV too much is bad for children. (S.16)

The finding shows that the summary of arguments points is good. The student able to make a good final remarks in sentence “*thus, watching TV too much is bad for children.*” The final remarks is also indicate that the student can restate the thesis statement about TV for children at the text of analytical exposition. There is no new information is added in the reiteration, all of the topic is based on the thesis part and arguments part.

Next score of excellent quality is 18. There are 2 students who got this score.

Conclusion based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia. If it is not ended soon by all of us. It seems that there must be more severe penalty for the corruptors. (S.17)

Finding shows that the student summaries the point of arguments about corruption in Indonesia. In the last paragraph student mention the good remarks in sentence “*it seems that there must be more severe penalty the corruptors*”. The reiteration brief and no new information indeed.

Next quality is good, the students who got score 17 are 4. The criteria of good quality are less than excellent quality.

We as consumer be aware of what we consume daily. We could eat fast food but not everyday and everywhere. green food is way more healthier and better for our body and environment. (S.18)

Finding shows that some suggestions included but didn't summarize the arguments points well and not really well. The conclusion is incomplete because leaving one points of the body of arguments. In the reiteration, there is no new ideas present.

The students who got score 15 are 4 students. The example reiteration is shown below.

From the explanation above, we know that flood causes many bad effects to our live especially our

environment. So, we must care about cleannes of our environment. (S.20)

Finding shows that the points of arguments not mentioned all because leaving one point about the topic which make the conclusion incomplete. The students are not add new information in the reiteration and brief.

Next quality is good. There are two students who got score 14.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else. (S.21)

The finding showed that the short conclusion about the topic and the suggestion is not included. The points of argument are not summarized in the reiteration.

For the next score is 13. The example can be seen below.

So, fast food is only for feeds hunger and craving. From the text before has mentioned about the fast food. S.22)

The finding showed that the reiteration too brief, but give strong reiteration. The points are not summarized above.

There are four students who got score 12.

More studies are needed about all these problems. But, one thing is clear, extra fat may make your life shorter.(S.23)

The conclusion too brief but the reiteration has the restates the thesis statement.

The last score is 11. There are 2 students made weak reiteration.

Because of that, having a laptop can absolutely useful for students to catch the best result for their study. (S.24)

The text above showed the reiteration too brief and there is no suggestion for reader.

Based on the finding above, there are nine students who got score 18-20 which mean they made an excellent

reiteration. The most student in this level made a perfect reiteration that consist perfectly restates the thesis, can summarizes the points of arguments well, writers pint of view, give the remarks/suggestion, and the students dont present new information. For the score 19, the students missed one of the criteria such as the writers point of view. The last is score 18. the students made a reiteration and brief conclusion.

Next quality to be discussed is good quality, the most students got good score, there are 8 students made a good reiteration because their reiteration provide concluding paragraph about mentioned arguments points, sometimes give the suggestion, no adding a new information, sometime the conclusion is incomplete, or leaving one points. The fewer score can be the fewer criteria that occur in the reiteration.

In the adequate level, there are 12 students made reiteration that give brief conclusion, no suggestion indeed, and many points are not summarized. The last quality is unacceptable, the students cant mention all of the arguments, without suggestion, and too brief.

d. Students' logical development

In this part, the students' text should logic and coherence each other. The logical development can be seen by the content. Below, the data of the students' result of development of English analytical expositions.

Table 4.4: Quality of Logical Development

Quality	Score	Number of Students
Excellent (20-18)	20	9
	19	3
	18	4
Good (17-15)	17	3
	16	3
	15	-
Adequate (14-12)	14	6
	13	2
	12	-
Unacceptable (11-6)	11	-
	10 – 6	-
Not Work (5-1)	5 - 1	-

Based on table 4.4, most student in excellent quality means that students has mastered the content of the materials. The students can maximize all of the content and make analytical exposition well. To develop of idea the students have to well controlled as well as meaningful transition, logical, and strongly clear sentence-to to connect each other. The organization of text must flows so smoothly, effective, and transition exist throughout the essay.

The second quality is good. There are six students who got score 15-17. The students have a strong grasp of the content material which means the essay is logically developed, progression of ideas in essay makes sense and moves the reader easily through the text. However, the essay misses some points but still has strong transition exist.

The last quality of logical development of text is adequate, there are 6 students who score 14 and 2 students who got score 13. The criteria of this level are have a basic to understand the content, progression of

ideas is not complete, the wordiness causes minor disruptions in the flow of the essay, transition expression to connect sentence-to-sentence are too weak.

This is the example of analytical exposition text that get score 20 or excellent.

Table 4.5: Finding of Logical Development Analysis

Content	Criteria
<p>As will all know, gadgets have become a part of our daily lives. It can provide various conveniences and entertainment but not with children, especially children under 12 years. Here some reasons why gadgets such as smartphone or tablets can have a very negative impact to children.</p> <p><i>Firstly</i>, the academy of American Pediatricians (AAP) and the Canadian Pediatricians Association states that <u>children aged 0-2 years may not be exposed to gadget technology at all. Children aged 3-5 years are limited to one hour per day. And children aged 6-12 years are limited to 2 hours per day.</u> Otherwise, it will give negative impact to the children. Many parents don't know this so they give their gadgets to <u>their children</u> even when they are toddlers.</p> <p><i>Also</i>, believe that children need to interact with people around them, and it has become the character of children to run, jump, and dance. But by giving <u>them</u> smartphones and tablets, they become too comfortable to play with their gadgets which is definitely just sitting, even while lying down without moving at all. And if this often happens, <u>the child</u> can become lazy and overweight.</p> <p>Another reason is when <u>children</u> start looking for entertainment from gadgets, they will find a variety of fun there, which in the end they will be addicted, and can not escape from it. And the more they are with their parents.</p> <p>Gadgets can indeed provide many benefits, but they really are not designed for use by children. By giving your <u>children</u> gadget freely, it means that you have begun to destroy harmony in your home, because your <u>children</u> will love the gadget more than you</p>	<ol style="list-style-type: none"> 1. Thesis statement has general statement (bold). 2. Meaningful transition to connect sentences each other (italic, bold) 3. The nouns can controlling essay flow. (underline) 4. Point of arguments. Clear sentences. (bold, underline) 5. Logic. Well controlling sentence-to-sentence. (blue) 6. Connection between the ideas and the evidence presented (blue)

Based table above showed the content of material is logic because mentioned the strong points that related with thesis statement. Thesis statement is about some reasons why gadgets have a very negative impact to children. The points of the essay are smartphone is not designed for children, smartphone will disrupt the growth of children, and children will be addicted. Those all are indicated the student's ability to control well and give the transition that strongly clear sentence by sentence. The organization of essay flows so smoothly making the reader easier to understand and the transitions exist in word "firstly", "also", "because"

Next score of excellent quality is 19. The example of students' result is shown below.



Table 4.6: Finding of Logical Development Analysis

Content	Criteria
<p>The food tha consumed by people such as hamburger, pizza, KFC, French fries, etc are some examples of fast food. Many people consume fast food because easy to get in the fast food restaurant and take little time to wait. Hamburgers and pizza are often considered as unnutritious food. Unnutritious foods contain large amount of fat. Fast food is described the food that has a little amount of tranctional content or the food that is not healthy. Fast food is not healthy for some reasons.</p> <p><u>First, the food is not properly taken care of, which leads all the way back to where the food is originally produced.</u> The health risks that come from eating so much fast food are little threatening. Obesity can come from eating fast food that is bought often. Indeed all, fast food can causes bad things such as malnutrition.</p> <p><u>Second, it contains much sugar in it.</u> Consuming too much sugar can cause obesity and diabetes. It can causes bad things such as malnutrition. We all know that obesity has been a huge problem in our country and many other country such as USA.</p> <p><u>Third, fast food is more likely to be served in low quality.</u> Just like its name, fast food company like to produce food as much and fast as it possible. So that the food safety and not maintained. It is not maintained. It is not priority at the end.</p> <p>We as consumer should be aware of what we consume daily. We could eat fast food, but not every day and everywhere. Green food is way more healthier and better for our body and environment.</p>	<ol style="list-style-type: none"> 1. Thesis statement has a general statement. (bold) 2. Point of arguments. Clear sentence. (underline) 3. Transitional expression (bold, underline) 4. Logic. Well controlling (blue)

From the example above found that progression of ideas is logic because every paragraph can control the ideas well. The text has a thesis statement that can be explained with the strongly clear sentence-to-sentence in arguments part until reiteration about the importance of learning English. So,

the student able to connect the ideas with evidence presented of the text.

Text point is explaining about the thde dangerous of fast food. In addition, reader is easy to catch the points of the text because the organization is flow and not making confused. However, the reiteration is too brief whereas there is a plus point about the suggestion for completing the essay. Also, the student need more transition in the text is supposed to more flows and smoothly for the reader.

Next score of excellent quality is 18. The example can be seen below.

Table 4.7: Finding of Logical Development Analysis

Content	Criteria
<p>For the school, we know that students need stuffs for study as book, pen, eraser, etc. in this era, students need more to support their learning activities such as laptop. Laptop is needed for increasing better result in study. Students need laptop and its function is important even the cost is expensive.</p> <p><u>First, the current development make all of the informations can get faster and easily.</u> Therefore everyone can add insight with a wide range, especially for students. They can use this useful stem to help get themany information with the help of the internet too.</p> <p><u>Second,</u> in this modern era many schools more use the technology in learning to teach, registration, until do exam. All of it obviously need this item. <u>With use laptop the students and the teacher are helpful.</u></p> <p><u>Third,</u> many various by laptop can get students by the application in it. The students can use the Microsoft to make an article or for make a material for presentation. <u>It is very helpful for them.</u></p> <p>Because that, having laptop can absolutely useful for studentsto catch the best result for their study.</p>	<ol style="list-style-type: none"> 1. Thesis statement (bold) 2. Transitional expression to organize point-to-point. (bold, underline) 3. Point of arguments (bold, underline, italic) 4. Logical ideas to control the ideas between support sentences but too brief to explain deeply. (blue)

Based on the example above found that the text is logic because the student can divide the points well that connect

each other and capable to control as well as meaningful transitions. Also, the student can show the relationship between ideas and support sentences from the beginning till ending.

Unfortunately, the supporting sentences exist are too brief to explain the ideas deeply. The organization is enough for the reader to understand the topic of essay and the transition also enough used for in each paragraph. Overall is well enough for the logical development of ideas in analytical exposition.

Many students who got score 17. One of the examples is below.

Table 4.8: Finding of Logical Development Analysis

Content	Criteria
<p>Full day school are new in Indonesia, when the news about this new school program that will be held in elementary, junior high school, and senior high school. Many pros and cons. Its because kids in Indonesia don't have more time to play in neighborhood.</p> <p><u>First, reason why full day school not suitable Indonesia is kids will get exhausted</u> because they have to study from 7 p.m to 4 a.m. It will make student don't have more time to interact to their family because they tired to do so.</p> <p><u>Second, student will not have more time to play with neighborhood,</u> kids in Indonesia usually play traditional games like bekelan, patahan, ingkling, etc. If the program full day school held in Indonesia. Kids will not have time to play those things anymore.</p> <p><u>Third,</u> if full day school held in Indonesia, <u>kids can't interact with other people that cant be met at school, like they own neighbor.</u></p> <p><u>The conclusion is,</u> not every school can apply this program, so it will be better if this program just for school that can apply this program, and don't discriminate who don't.</p>	<p>1. Thesis statement can be developed to next paragraph. (bold)</p> <p>2. Transitional expression to connect the points make coherence. (bold, underline)</p> <p>3. Point of arguments but the second and third is seemed same point. (bold, italic, underline)</p> <p>4. Support sentences is enough to support the points. (blue)</p>

Finding shows that the essay is logically developed because addresses the issues. Progression of ideas is make sense and make the reader easier to understand through the text because each paragraph are brief. In addition, the strong transitions exist through the beginning of the paragraph and the text is coherence.

Unfortunately, the points are so simple and weak support sentence but overall can grasp the content material about the new program for education in Indonesia is full day school.

There are three students who got score 16 which is missing one point of good quality.

Table 4.9: Finding of Logical Development Analysis

Content	Criteria
<p>Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat.</p> <p>One important effect is on the heart. <u>If you are fat, your heart has to work harder.</u> <u>This may lead to heart attack or it may lead to heart problem.</u></p> <p><u>In addition, extra fat can also change the amount of sugar in your blood.</u> <u>This can cause serious disease such as diabetes.</u></p> <p>Furthermore, <u>high blood pressure is another possible result of being fat.</u></p> <p>More studies are needed about all these problems. But, one thing is clear, extra fat may make your life shorter.</p>	<p>1. Thesis statement has a general statement. (bold)</p> <p>2. Point of arguments (bold, underline)</p> <p>3. The support sentences are too brief. Need more support sentences in the third point. (blue)</p> <p>4. Transitional expression make easier to read the essay.(underline)</p>

The finding showed the essay is logically developed because has a content material. Every paragraph is brief which makes sense and moves the reader easily through the text. The transitions is exist in essay but the essay misses some points/materials such as supporting sentence in argument three n supporting sentence/incomplete.

Next level is adequate, there are six students who got score 14. the example of score 14 is shown below.

Table 4.10: Finding of Logical Development Analysis

Content	Criteria
<p>National exam very burdensome the students because it is determining pass or not throughout 3 years the students learn in their school. Many students feel afraid because this but the impacts also for students too. It can be seen the teachers will just pressing some course exam. This reason why. Many teachers and students only think how to get a good score to pass the examination and immediately want to graduate from their school.</p> <p>The impact of this are made our education heavy a side. Education is should made human became human, but in fact, education rarely did not reflect humanistic principle.</p> <p>The important thing in the learning process is how the teachers increase the students knowledge, skill, behaviour and religious so the student become a better human.</p>	<ol style="list-style-type: none"> 1. Thesis statement. (bold) 2. Points of arguments (underline, bold) 3. Paragraph are not divided right (bold, underline) 4. Transitional expression is weak and the writers position is not consistent. <p>Sometime use they, we, and I. (blue)</p>

The example above found that the progression of ideas is not complete. The reader will get confusing about the essay because not easy to move through essay. The paragraphs are not divided exactly right because the connection of sentence-to-sentence is weak. Therefore, the essay is not really flow to show the relationship between the ideas and the evidence presented.

The last score of students is 13. Text below is example of the student's result.

Table 4.11: Finding of Logical Development Analysis

Content	Criteria
<p>Laptops has many reasons are very useful for students. In this era laptopsso important for students and teachers. Many positifs impact from laptops.</p> <p><i>First</i>, laptops can store many files without having to bother students to bring book to school so students can be simple in going to school without having to prepare books first. <u>Students are also shorter in preparation for going to school so the risk of being left behind can be minimized.</u></p> <p><i>Second</i>, <u>students can indirectly save the use of trees for paper</u> so that the future of the earth can be saved and the earth remains green.</p> <p><i>Finally</i>, the use of laptops can also save on students expenses for buying books and stationery so students can save them and use them for thing that are more in need.</p>	<ol style="list-style-type: none"> 1. Thesis statement (bold) 2. Two point of arguments only. (bold, underline) 3. Transitional relationship paragraph to paragraph are too weak.

Finding shows that the content material is logical develop enough. The transition from paragraph to other paragraph are too weak that why the essay cant flow to show the relationships between ideas and supporting sentences but overall the essay still can move the readers easier through the text.

Based on the finding shows that the most students in the excellent quality. They are capable to make a the logically development essay. Most of them has mastered the content of the material which means can cotroll the transition sentence-to-sentence and paragraph-to-paragraph well. Their ability to organize the structure is flow and smooth because can show the relationships between ideas with the evidence presented well.

In the good quality, the students make a logically develop essay but misses some points and make a strong transition through the essay. In adequate quality, the students misses some criteria of the previous quality. The most student in this level are missing the points and the paragraphs are not

divided exactly right. Also, the transition in essay is weak that make the essay become not have relationship each others.

B. Discussion

This section discusses the main findings of the study and links the findings with the literature or theory about developing paragraph to identify students' work about analytical exposition text. The discussion follows the research questions: student's paragraph development of analytical exposition at senior high school.

a. Students' development of thesis

This study showed that most of students got excellent score in thesis. The students that got excellent score wrote the analytical exposition in complete contains such as thesis statement, topic, and background. This support the result of study by Sulistyono showed that there are 27 students in level of excellent wrote narrative text⁵¹. For the generic structure, there are 39 students who arranged excellent orientation. It indicates that the students mastering to write the orientation of the text with the seemly criteria⁵².

One of the important contains is thesis statement. As stated by Boardman and Frydenberg, thesis statement is crucial for producing a well-organized paragraph.⁵³ Thesis statement is an important sentence which contains the main idea of a whole essay.⁵⁴ Thus, the thesis statement is an important thing in writing a paragraph, in which the students in this study are able to develop it into good paragraph writing.

⁵¹ Irwan Sulistyono, "Analysis of generic structure of narrative text written by the tenth year students of SMA YASIIHA GUBUG". Vol. 4, No.2, Agustus 2013, 178.

⁵² Irwan Sulistyono, "Analysis of generic structure of narrative text written by the tenth year students of SMA YASIIHA GUBUG". Vol. 4, No.2, Agustus 2013, 179.

⁵³ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 67.

⁵⁴ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 66.

Oshima and Houge stated paragraph should have unity. Unity means paragraph only discuss one idea⁵⁵. The main idea here means the clearly statement of the text. This support the result by Kartika in study “An analysis of students’ ability in retelling narrative text in written form”, the study found that in the narrative text also has to make a clear statement and supported to pass the classification⁵⁶. The result of study stated there are 10 students who got excellent to very good score classification. The students who got excellent to very good score classification, they wrote the text with the clear statement and supported in their text⁵⁷.

Beside the thesis statement, students also wrote the background information excellently to introduce the readers to the subject of the essay. There are three ways to gain the attention of readers in an introductory paragraph.⁵⁸ They are general-to-specific paragraph, anecdote paragraph and historical paragraph. The findings of this study revealed that most of students use the most common way to write an introductory paragraph, which is the general-to-specific one. This case is also same as the Kartika’s study that excellent to very good score classification is organization can be excellent to very good if it has fluent expression, clear idea and supporting sentences, appropriately organized paragraph or sections, logically sequenced and some connective used.⁵⁹ Also, students in this study also show such a good quality, adequate quality, and acceptable quality.

There are 7 students who got good score, 2 students who got adequate score and only 1 student who got unacceptable score. It indicates that most of student has mastered the thesis of analytical exposition but still some points of criteria are

⁵⁵ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 30

⁵⁶ Kartika S, “An analysis of students’ ability in retelling narrative text in written form”. *Jurnal Tadris Bahasa Inggris*. Vol 10(1), 2017, 116

⁵⁷ Kartika S, “An analysis of students’ ability in retelling narrative text in written form”. *Jurnal Tadris Bahasa Inggris*. Vol 10(1), 2017, 116

⁵⁸ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 78.

⁵⁹ Kartika S, “An analysis of students’ ability in retelling narrative text in written form”. *Jurnal Tadris Bahasa Inggris*. Vol 10(1), 2017, 112

weak. This support the study by Rustapi showed 63% employed the complete structure but some of students still incompletely⁶⁰. Rustapi's study is about the structure of foreign language learner's paragraph and still have connected with this study that about the development ideas in structure of analytical text.

b. Students' development of argument.

The second finding is arguments of students, most of students got excellent score in body because students wrote almost perfect arguments of analytical exposition. The excellent argument is the arguments are highly effective and credible content. For making excellent arguments at body should include at least three topic/arguments, sometime provides bridge/true concluding sentence in the last sentence, have clear transitional expressions, and can develop the arguments with some of points with sufficient, credible, relevant, well-organized, and convincing supports.⁶¹

Zemach and Rusemik stated that there are three topics to explain more the thesis statement and to develop paragraph with giving details, giving explanation, and giving an example⁶². This shows that at least three arguments are developed with topic in each argument and supporting details. Each argument should have a strongly support for explain more about thesis statement and topic. This support the study by Silfia et al that the students able to identify the topic of English analytical expositions that have general message or theme of the text to understand the text.⁶³ Also, the students can understand the text by detailing information to support

⁶⁰ Katharina Rustapi, "The structure and adequate development of English as a foreign language learner's paragraphs: A case study". *International Journal of Humanities and Social Science*. Vol. 6, No.2; February 2016, 136

⁶¹ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 99

⁶² Dorothy E Zemach - Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Spain: Mac Milan Education, 2005), 17

⁶³ Silfia et al, "Student's difficulties in comprehending the analytical exposition texts at grade xi a of science program in sman 3 sungai penuh". *Language Education Program*, 107

and explain the thesis statement by telling what, when, how, where, why, etc.⁶⁴

As stated Boardman and Frydenberg that body paragraph were made with concrete support for the thesis statement that organized, convincing, relevant and with specific facts, examples, and anecdotes⁶⁵. Topic sentence in the body paragraph of essay is important for controlling idea. Topic sentences that used to be are consist the general explanation about the topic, explain with different ways of topic, and the causing of topic why is become the issue⁶⁶. Beside the topic sentences, sometime topic sentences for each paragraph need a bridge. Topic sentence not always in the first sentence of body paragraph, it may function as a connection, or bridge, between one paragraph and another⁶⁷. The bridge can come at the end or the beginning of a paragraph for making the cohesion of essay.

Beside that, the argument need the transitional to relate the paragraph each others. Boardman and Frydenberg stated to guide the relationship of ideas in the text need connectors to join sentences such as conjunctions, transitions, and preposition⁶⁸. Transition signals make the paragraph become coherence because guiding the ideas easier to reader. Students put transition signals to tell reader when the text has similar idea, an example, an opposite idea, a conclusion, or a result.⁶⁹

⁶⁴ Silfia et al, ‘‘Student’s difficulties in comprehending the analytical exposition texts at grade xi a aof science program in sman 3 sungai penuh’’. *Language Education Program*, 104

⁶⁵ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 99

⁶⁶ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 99

⁶⁷ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 101

⁶⁸ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 122

⁶⁹ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 122

c. Students' development of reiteration

The third finding is there are nine students who got score excellent reiteration but the most student in this level made a adequate reiteration. Boardman and Frydenberg stated restates of the idea of the thesis statement is the alternative to summary⁷⁰. Rewrite the thesis statement with different words is one of the ways to tell the point in concluding paragraph to reader.⁷¹ The students should restate the point of thesis statement to make the reader understand the topic in concluding paragraph and the words can be changed with the synonyms.

Beside of restates the thesis statement, Oshima and Hogue stated another ways to make a cocluding paragraph is write a summary of all points that explained in the body arguments.⁷² The students wrote the good reiteration because they capable to summary the points that remind the reader what are things in the thesis and argument paragraphs. The excellent concluding paragraph won't be complete if leave one or more points out but some students here leave one point out.

Then, the students better to add the suggestion/final comment in concluding paragraph. Boardman and Frydenberg stated that most effective a concluding pagapah is giving the final comment/suggestion of the summary of main points⁷³. Also, giving the suggestion in concluding paragraph can invite the readers to think that the text is related to human lives directly.⁷⁴ Giving the final comment/suggestion indicates the students can emphasize the writer's position of the text.

Introduce new idea in conclusion is not allow because a conclusion only restates the points or give more commentary

⁷⁰ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 90

⁷¹ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 107

⁷² Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 107

⁷³ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 90

⁷⁴ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 90

that discussed in the text.⁷⁵ The student should put in another body paragraph if want to add new information because only conclude the information that provided in the body. In this study, the students miss one of ways mentioned above and make the conclusion incomplete because leaving one point out. Some students also make a few repetition in concluding paragraph but still okay.

d. Students' development of logical development

The last finding is most students in excellent quality means that students have mastered the content of the materials. The students can maximize all of the content and make analytical exposition well. To develop of idea the students have to well-controlled as well as meaningful transition, logical, and strongly clear sentence-to-sentence to connect each other⁷⁶. The organization of text must flow so smoothly, effective, and transitions exist throughout the essay.⁷⁷

Oshima and Hogue stated that logical division is one of the ways in writing English to organize ideas of text and divided into groups that related each other for discussing each group.⁷⁸ To know the content is logic or not, the text should have the topic that relate each other and capable to control the idea well. Write the logic content is the way to develop coherency of idea in the text.⁷⁹ It relates with guiding the thesis statement and topic in following paragraphs. As stated by Boardman and Frydenberg, thesis statement is crucial for

⁷⁵ Dorothy E Zemach - Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Spain: Mac Milan Education, 2005), 74

⁷⁶ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 61

⁷⁷ Mac Millan. "Argumentative rubric", (<http://pier.macmillan.yale.edu/sites/default/files/Argumentative%20essay%20rubric.pdf>, accessed on 13 February, 2019)

⁷⁸ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 62

⁷⁹ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 67

producing a well-organized paragraph.⁸⁰ Thesis statement is an important sentence which contains the main idea of a whole essay.⁸¹ Thus, the thesis statement is an important thing in writing a paragraph, in which the students in this study are able to develop it into excellent logically. The study by Afirliany said that the students who wrote the good content of text have better in organization to guide the idea well.

Boardman and Frydenberg stated to improve the relationship of ideas in the text need connectors to join sentences such as conjunctions, transitions, and preposition⁸². Transition signals make the paragraph become coherence because guiding the ideas easier to reader. Students put transition signals to tell reader when the text has similar idea, an example, an opposite idea, a conclusion, or a result.⁸³ There are three types of transitional signals are sentence connectors, clause connectors and a mixed type called others.⁸⁴ Here, students often use transitional signals for general use to make the text coherence because one of criterias is putting the transitional signals on the text to guide the idea.

⁸⁰ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 67.

⁸¹ Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 66

⁸² Cynthia A. Boardman - Jia Frydenberg, *Writing to Communicate* (New York: Pearson Longman, 2008), 122

⁸³ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 43

⁸⁴ Alice, O & Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Pearson Education, 2007), 44

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and suggestion. The conclusion section describes the main or salient findings of the research and proposes several suggestions for the students, lecturers, and further researchers.

A. Conclusion

As described the research findings and discussion section, there are several important points about how the development of English analytical exposition.

The finding indicates that the most students are capable to make a excellent English analytical exposition based on the text that students made for the assignment in this basic competence. The students are capable to develop their idea well from the generic structure of English analytical exposition, the generic structures are thesis, arguments, reiteration, and logical ideas. The students are able to develop English analytical exposition text because contains thesis statement, the background, logic arguments, well controlling the topic, transitional signals to connect paragraph-to-paragraph, restates in conclusion, unity, and coherence in the text. Even some students was still make an adequate English analytical exposition but they understand what are the points that has to be written in the English analytical exposition.

For example, the students can make a clear thesis statement in the thesis, make arguments that related with the topic, can restates the thesis statement with the synonym word in the reiteration, and capable to connect the points each other and controlling well paragraph-to-paragraph.

Most of students got adequate reiteration score because there is no detail explanation, has no conclusion or suggestion, no restatement the thesis statemnet and make many repetitions. In argument and logical development parts students got excellent result because result of students shows the points are effective and credible, explain detail, logic, coherence, can hold eact other sentence by sentence.

B. Suggestion

Considering the findings of this study, the current research proposes some suggestions for the students, for teacher, and the future researcher.

1. For the students

The students are expected to make a well English analytical exposition and develop the ideas especially in body of arguments because in that part some students that got weak score. For the students who got low score can see students who got high score as model. The students should learn more to make argument in English analytical exposition because that will be needed for the future especially in college. The finding suggest that students need to practice more on developing reiteration.

2. For the teacher

The teacher can explain more about the points that consist in thesis, arguments, and reiteration. The teacher can emphasize in reiteration part because the students was low in that part. The teacher can ask the students that have high score as model to teach other students who has low score.

3. For future researcher

For the future research that interested with the same topic. As the study showed that some students can not develop the idea well in the analytical exposition. The future researcher can take the research about the causing why the students can not develop the paragraph especially in reiteration part. Also, the future researcher can take the paragraph development of other genres such as narrative text, recount text, descriptive text, hortatory exposition, spoof text, e.tc.

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