AN ANALYSIS OF STUDENTS' RESPONDING ASSESSMENT IN ANALYTICAL EXPOSITION TEXT

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ABSTRACT

This study aims to analysis students responding assessment in analytical exposition text. The purpose of this research is to find out how students respond to understanding analytical exposition text. The subject of the research was the eleventh grade students of SMK SWASTA PAB 12 Percut sei tuan. The research design of this study was qualitatve research.The instruments for collecting data were assessment or questionnaire, observation, and interview. The data were gathered by administering interview to the teacher English and distributing questionnaire to the eleventh grade students. This study were the assessment of students' responding at in the Eleventh grade students of SMK SWASTA PAB 12. Students responding occurs when a students make a response by answering questions or responding in a variety of ways that communicates the students' understanding of the content being taught during the lesson. The researcher can concluded that there was 17 students who know and want respond to the feedback that the teacher gives to students in analytical exposition text material. Conversely there was 8 students who was unable to respond to the material because the ability to received and absorb analytical exposition material is not easy for them, so teachers must patiently guide and applied analytical exposition learning material to students who was poor response and absorbing abilities.65% of students can quickly respond to analytical exposition material used informal assessment methods and 35% of students can answer questions given by the teacher to students.

Key Words**:** *Qualitative Research, Writing, Assessment, Students' Responding, Analytical Exposition Text.*

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INTRODUCTION

Background of the Study

English is a language that is widely used all over the world. It is a means of communication that links people with different mother tongues. It has the role as a lingua franca. It is a bridge that communicates people in numerous occasions in all aspects of human life such as in economy, education, and government. The condition results in the high demand of learning English on the Earth. The century has seen the importance of English in human life in general.

According to the national standard of competency and basic competency(BSNP: 2006), English is learned in two levels; "functional" and "informational", both written and spoken language and both in junior and senior high school respectively as the standard of graduation. It means that the graduates of Indonesian junior high school are expected to be able to use English in their daily life to get things done. On the other hand, graduates of Indonesian senior high school are expected to be able to use English to have access to knowledge and information.

The pre eliminary data of the researcher's observation students of grade 11th find difficulties when they are to write. Students need much time to express their ideas and put them on a piece of paper. It could be because of two possibilities that have direct connection to the problem student's language proficiency level and the natures of written language itself.

The problem of students' language proficiency level comes from the fact that the majority of students of the class are not very good in English. They have low mastery of English grammar and vocabulary. Some of them even find it hard to write a correct sentence. The characteristics of the skill writing, could also be a problem. One characteristic of writing, which causes difficulties, comes from the fact that what is seen from writing is often the product. It means that once a written language is produced and finished, the writer can have no time to make any correction and mistakes and errors are not tolerable.

Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills. Writing skill have been highly required in many fields today.

Assessment is a systematic way to gathering information about the students, achievement in learning. Assessment purposes to proof and evaluate how far students' progress towards criteria of assessment. The lesson plan in curriculum 2013 attached the criteria of assessment which consists of indicators, assessment techniques, form of instruments and the rubric assessment.

The analytical exposition text is a part of exposition in general. As it is commonly know the word exposition is sometimes interchangeably used with persuasive writing. It is used to present a logical from a particular point of view.

REVIEW OF LITERATURE

A. Theoretical of framework

In doing research, some terms and theories are used which has taken from many source to avoid missunderstanding between the writer and the reader. In other words, the following is considered to be necessary to clarify the terms that being used in this study so that the readers will get the point clearly.

1. Writing

Writing is one way to communicate in our daily life. Writing is very useful to send information or news to other people in long way distance. Through writing the long way distance is not constrain for people to do the business, to make friend in other country, other province or even in abroad.

Hyland (2002:2) states that writing is central to our personal experience and social identities and we are often evaluated by our contro of it. Writing conveys that the writers think in the written form. Writing is the way to produce something in a final written from based on the writer's thought and feeling. Writing is also a result from writer's experiences that she gets from her

arround. In the process of writing, the writer gives her thoughts,feelings,and values.

a. Process of Writing

According to Harmer (2004:4) states that writing is a process that has four stages. They are planning, drafting, editing, and final version.

b. Teaching Writing

Writing is a complex activity. Understanding this complexity is the key to effective teaching of writing. In this chapter, I will present a brief historical overview of various approaches to teaching writing, including the controlled approach, process approach, and genre approach.

b. Genre in Writing

The genre perspective covers two distinctie dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social fungtion of the text then implies a certain social environment and place where and when the text is used.

Analytical Exposition Text

a. Analytical Exposition and Hortatory Exposition

Analytical Exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something in the case.

Hortatory Exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done, In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case.

b. Analytical Exposition Text

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum of curriculum 2013. An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience.
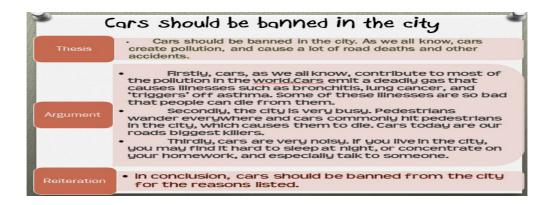
Gerrot and Wignell (1994:197) said that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case. According to them, it can also be interpreted that analytical exposition text is a text that attempt to change people's opinion about something.

Generic Structure and Textual Elements

The generic structure of the analytical exposition genre basically consists of three main parts.

1. Thesis (usually includes a preview argument. It introduces topics and indicates the writers' position).
2. Argument (consists of a point and elaborate sequence. The number of points may vary, but each much be supported by discussion and evidence).
3. Reiteration (restates the position more forcefully in the light of the arguments presented).

Figure 2.2 The Example of Analytical Exposition Text.

3. Students' Responding

Student responding is a powerful set of low cost strategies teachers can use to improve student achievement. Students responding occurs when a student makes a response by answering questions or responding in a variety of ways that communicates the student's understanding of the content being taught during the lesson.

4. Students' Responding Assessment

Assessment changing in 2013 curriculum is intended from assessment through tests (measuring the competence of knowledge based on the results), towards authentic assessment (measure all of the attitudes, skills, and knowledge competency based on the process and outcome).

There are two kinds of assessment: informal assessment and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying "Nice job!"; "Good work!". On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

a. The Assessment process

Wiliam notes that 'Assessment is then considered as a cycle of three phases (eliciting evidence, interpreting evidence, taking action)'.

b. Types of Assessment

There are different types of assessment in education. All assessment methods have different purposes during and after instruction.

1. Pre-assessment or diagnostic assessment
2. Formative assessment
3. Summative assessment
4. Confirmative assessment
5. Norm-referenced assessment

6. Criterion-referenced assessment

7. Ipsative assessment

c. Written Assessments

Written assessments are activities in which the student selects or composes a response to a prompt. In most cases, the prompt consists of printed materials (a brief question, a collection of historical documents, graphic or tabular material, or a combination of these).

These constraints contribute to standardization of testing conditions, which increases the comparability of results across students or groups (Rahn et al. (1995) distinguish three types of written assessment, one of which involves selected responses and two of which involve constructed responses.

d. Methods in Student Assessment

Below are a few common methods of assessment identified by Brown and Knight that can be implemented in the classroom.

1. Self-Assessment

2. Peer Assessment

3. Essays

4. Exams and time-constrained, individual assessment

Curriculum 2013 is, in some ways, different from the previous curriculum. This curriculum explicitly encourages students to learn values. Another significant difference is that Curriculum 2013 uses the scientific approach as the basis in the teaching and learning process. The changes in the curriculum affect all the subjects including English. English is one of the subjects which are taught in schools.

Table 2.1 The Basic Competence and The Core Competence of Analytical Exposition Text.

The Basic Competence	The Core Competence
3.4 Membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual. 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

RESEARCH METHODOLOGY

This research was conducted by applying Qualitative Research Methods with analytic exposition text. Qualitative methods are used so that the teacher knows where the ability to respond to students in writing analytical text exposition so that with this method the teacher gives an assessment to the students, There is an assessment made for the teacher to know where the students' ability to respond.

The Subject of this study was students of class Eleventh grade students of SMK SWASTA PAB 12 Percut Sei Tuan. The total numbers of students in this class were 25 students which consisted of 9 female students and 16 male students. The location of the research was in SMK SWASTA PAB 12 Percut Sei Tuan. It was located in Jl.KALI SERAYU, *Saentis*, Kec. Percut Sei Tuan, Kab. Deli Serdang Prov. Sumatera Utara.The reason for choosing this class was because the writer found some students had problem in writing.

Data is collected through Test, Questionnaire, Observation and interview, They given to collect the data in finding the analytical exposition text for eleventh grade at SMK Swasta PAB 12 Perut Sei Tuan.

To collect data in this study, the authors used the documentation method. Documentation methods are used to find data stored in documents.

The data were analyzed through several three steps proposed by Witarto (2008): 1) Analyzing teaching and learning processes including existing syllabus and existing material, students need as data this research was taken from assessment, interview, and observation. From the data, suitable materials for 11th grade students will be identified; 2) Adjusting the syllabus and material that is there with the needs of students; 3) develop suitable English-language materials based on studsent needs.

DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data

The data in this study were the writing test of students' responding at in the Eleventh grade students of SMK SWASTA PAB 12 Percut Sei Tuan was gathered in eleventh grade class consist of 25 students by using some instructions, namely; Questionnaire, test, interview teachter, and observation.

B. Data Analysis

1. Students' Responding Assessment

This section shown the students' responding assessment in writing. Students' responding is a powerful set of low cost strategies teachers can use to improve students achievement. Students responding occurs when a students make a response by answering questions or responding in a variety of ways that communicates the students' understanding of the content being taught during the lesson.

2. The Document of Students' Responding Assessment

The data collected from the document of the writing assessment as the source of this study were taken from 25 students in eleventh grade of SMK SWASTA PAB 12. The data collected from questionnaire and field notes observation in classroom and the interview teacher.

a. Data Analysis of Questionnaire

Questionnaires are given to students to find out more information about what topics are really the students' respond. The data analysis of questionnaire were a data drawn from the results of the qustion that has been given to the students.

Table 4.1 The Data Analysis of Questionnaire

No	Name Students'	Knowledge	Ability	Explanation
1	Fb	7	11	The students respond to topies
2	MAM	10	10	The students respond to topies
3	NS	5	5	The students didn't respond the topic
4	IM	8	11	The students respond to topies
5	SR	8	11	The students respond to topies
6	CU	5	7	The students didn't respond the topic
7	NH	6	9	The students respond to topies
8	SA	8	9	The students respond to topies
9	AY	9	11	The students respond to topies
10	NI	9	7	The students respond to topies
11	AR	9	10	The students respond to topies
12	EK	8	8	The students respond to topies
13	FM	6	5	The students didn't respond the topic
14	AH	6	5	The students didn't respond the topic
15	RA	8	8	The students respond to topies
16	MDA	9	7	The students respond to topies
17	IN	9	8	The students respond to topies
18	MS	9	11	The students respond to topies

19	AP	6	6	The students didn't respond the topic
20	HN	8	10	The students respond to topies
22	RY	6	4	The students didn't respond the topic
23	AD	6	6	The students didn't respond the topic
24	DR	5	6	The students didn't respond the topic
25	NR	9	10	The students respond to topies

From the results of these data, the researcher can concluded that there was 17 (68%) students who know and wanted respond to the feedback that the teacher gives to students in analytical exposition text material. Conversely there was 8 (32%) students who was unable to respond to the material because the ability to received and absorb analytical exposition material is not easy for them, so teachers must patiently guide and applied analytical exposition learning material to students who was poor response and absorbing abilitiess.

b. Data Analysis of Observation

Basically, the teaching and learning process can be said that it run well like the researcher planned. The students could determine which text belonged to analytical exposition. Almost all students managed it and only some few students did not success to do this. It can be said that they had motivation to study analytical exposition text. In this activity, the researcher could make discussion between the researcher and the students about the generic structures and language features of analytical exposition text.

c. Data Analysis of Interview Teacher

The analysis of the students' responding in analytical exposition text in interview teacher.

From the table the researcher conclude that the teacher know what is the students' weaknes so teacher can help the students to improve and increase

learning of material analytical exposition text in writing skill and students know the result secifically so they know what criteria they should improve.

C. The Research Findings

After the writer was done analyzing the data, the writer found some findings in this research. The finding of the students' responding assessment on analytical exposition text in Eleventh grade of SMK SWASTA PAB 12 Percut Sei Tuan.

From the data analysis in documents and observed, the writer found that the ability of students' respond material analytical exposition text in writing skill.

Most of our classroom assessment is formative assessment: evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process.

Informal assessments can be in the form of teacher commentaries given or spoken during the learning process. When a student answers a teacher's question, when a student or several students ask a question to a teacher or his friend, or when a student comments on the teacher's or another student's answer, the teacher has conducted an informal assessment of the student's performance.

Formal assessment is an information collection technique designed to identify and record students' knowledge and skills. In contrast to informal process assessments, formal process assessments are activities that are organized and carried out systematically with the aim of making a conclusion about the progress of students.

Table 4.3 The Table Showed The Formative Assessment (Informal and formal Assessment).

| No | Score | Percentage | | Informal | Formal |
		Informal	Formal		
1	5	20%	10%	Students can quickly respond and accept learning material explained by the teacher with clear and good	Some students can answer correctly and correctly the questions given by the teacher to students.

				learning methods.	
2	4	15%	10%	Students are able to respond and accept learning material that is explained by the teacher with clear and good learning methods.	Some students can answer the question given by the teacher to the student.
3	3	15%	5%	Students are able to respond and accept learning material that is explained by the teacher with clear and good learning methods.	Some students can answer the question given by the teacher to the student.
4	2	10%	5%	Some students with the usual abilities of teachers with extra must explain analytical material repeatedly so that students are able to understand the material.	Some students were less able to respond well to the analytical exposition material that has been explained by the teacher
5	1	5%	5%	Some students were less able to respond well to the analytical exposition material that has been explained by the teacher.	Some students were less able to respond well to the analytical exposition material that has been explained by the teacher.

	Total	65%	35%

From the results of observation, the writer knows that 65% of students can quickly respond to analytical exposition material used informal assessment methods and 35% of students can answer questions given by the teacher to students. From these results the writer found that students are better able to quickly respond to analytical exposition text material by used Informal assessment where the teacher must pay special and good attention to students when explaining the material.

D. Discussion

In this study aims to find students responding assessment in writing skill for eleventh grade students. Subsequently, to find students responding the writer observed the students taught writing analytical exposition text by informing the defenition and generic structure of analytical exposition text, informing the social function, language features and generic structure of analytical exposition text and the last ask them writing analytical exposition text. During observation and collected data by interview and quenstionnaire and document administrated by syllabus and lesson plan, the writer got raw data for analyzed.

After analyzing the data the writer found that students responded analytical exposition in writing skill. Before the teacher assess the students, there was process in each meeting teacher explained the materials after finished explain the material analytical exposition text, the teacher asked the students to do a task as a basic exercies before they can make a text such as make word list to develop be a sentence then build sentence by a good structure with appropriate adjjectives and noun as the word list or vocabularies. The results showed that students responded analytical exposition text material that has been explained by the teacher can be understood easily by students.

Informal assessment is where was the teacher evaluated any feedback that occurs during the learning process. Informal assessment was the teachers provide an assessment in which was students provide responses in the form of

feedback or responses in which students understand and accept material that was been submitted by the teacher.

Formal assessment where was the teacher evaluated students by giving them assignments. After these results, the teacher can see that was the students' ability to respond or feedback that occurs during the learning process occurs in the classroom is more dominant in informal assessment where interaction and feedback in the classroom is more enjoyable in providing and explaining analytical exposition text material.

Formative assessment in which the teacher gives a questionnaire to students. Questionnaire given by the teacher in the form of writing skills. From the results of the questionnaire the teacher concluded that there were 68% (17) students who were able to respond when the teacher explained the analytical exposition text material.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. The researcher can concluded that there was 17(68%) students who know and wanted respond to the feedback that the teacher gives to students in analytical exposition text material. Conversely there were 8 (32%) students who were unable to respond to the material.

Informal assessments can be in the form of teacher commentaries given or spoken during the learning process. Informal assessment is an assessment made and developed by teachers based on aspects of development or curriculum related to children's learning abilities. Formal assessment is an information collection technique designed to identify and record students' knowledge and skills. In contrast to informal process assessments, formal process assessments are activities that are organized and carried out systematically with the aim of making a conclusion about the progress of students.

The reseacher concluded that the 65% of students can quickly respond to analytical exposition material used informal assessment methods and 35% of students can answer questions given by the teacher to students.

B. Suggestion

In relation to the conclusion, suggestion are presented below:

1. Based on the findings of this research, it is still recommended that the English teacher should be able to enrich students knowledge or logical thinking students.

2. This study should be daring students to write in English, because writing is a skill which need process and practice continuously not only in school but in daily outside school.

3. This research is not complete yet and needs additional explanation. It still needs elaboration from other researchers who are interested on studying assessment in writing skill because writing is one of the component in language. For those research who are willing to conduct similar research of writing assessment by using others theory, this study expected to help and give more information about the students' responding assessmnt.

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