The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru

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Abstract
The research was conducted at eleventh grade SMA Nurul Falah Pekanbaru in teaching writing analytical expoition text. The researcher used Content-Purpose-Audience (CPA) strategy because the strategy could facilitate the language skills particularly writing. The purpose of this research were to find out significant to effect of using Content-Purpose-Audience (CPA) strategy toward students' writing ability in analytical exposition text at the eleventh grade students of SMA Nurul Falah Pekanbaru. The type of this research was quasi-experiment research. The numbers of participants in this research were 62 eleventh grade students of SMA Nurul Falah Pekanbaru. The sample of this research by using cluster random sampling. The sample of this research were classes XI.IIS.2 as the experimental class and XI.IIS.1 as control class. Instrument used in this research was test. In collecting the data, researcher gave the test write analytical exposition text. The data was analyzed by using SPSS. The researcher found that the value Sig. (2-tailed) from the control class and experimental class is $0.001 < 0.05$, it is reject Ho. It means there was different ability between students' score of the experimental class and control class in terms of writing an analytical exposition text. Thus, it can be concluded that the strategy Content-Purpose-Audience (CPA) effective for teaching writing analytical exposition text.

Keywords: Content-Purpose-Audience (CPA), Writng Analytical Exposition Text

Pengaruh Penerapan Strategi Content-Purpose-Audience (CPA) Terhadap Kemampuan Siswa dalam Menulis Teks Eksposisi Analitis Pada Kelas XI SMA Nurul Falah Pekanbaru

Abstrak
Penelitian ini dilaksanakan pada siswa/i kelas sebelas (11) di SMA Nurul Falah Pekanbaru. Peneliti menggunakan strategi Content-Purpose-Audience karena strategi ini memfasilitasi kemampuan berbahasa terutama menulis. Tujuan penelitian ini adalah untuk menguji penggunaan strategi Content-Purpose-Audience dalam menulis teks analitis eksposisi pada siswa/i kelas sebelas SMA Nurul Falah Pekanbaru. Jenis penelitian ini adalah quasi-experimental. Jumlah

peserta dalam penelitian ini adalah 62 orang siswa kelas sebelas SMA Nurul Falah Pekanbaru. Sampel penelitian ini menggunakan cluster random sampling. Sampel dari penelitian ini adalah kelas XI.IIS.2 sebagai kelas eksperimen dan XI.IIS.1 sebagai kelas kontrol. Alat yang digunakan dalam penelitian ini adalah tes. Dalam mengumpulkan data, peneliti memberikan tes menulis teks analitis eksposisi. Data yang diperoleh dianalisa menggunakan SPSS. Peneliti menemukan bahwa nilai Sig.(2-tailed) dari kelas kontrol dan kelas eksperimen adalah 0.001 < 0,05 dan menolak Ho. Hal ini menunjukkan bahwa ada perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol dalam hal menulis teks analitis eksposisi. Dengan demikian, dapat disimpulkan bahwa strategi Content-Purpose-Audience efektif untuk pengajaran menulis teks analitis eksposisi

Kata Kunci: Strategi Content-Purpose-Audience (CPA), Menulis teks Eksposisi Analitis

1. INTRODUCTION
1.1 Background of the Research

Teaching analytical exposition is not an easy case. So, the researcher should try to find out the most appropriate way to teach well and make students master well the material delivered to them. The students have to master well first about analytical exposition and then able to produce text. At least, they are able to identify well the generic structure and the key words of each part. And it needs a deep understanding about this material

The stages of writing development would be proficient or good writers and the knowledge and students' skill that required to be effective writers. It means that teacher should help students in learning writing by proposing a strategy that can make the student's writing skill become well.In this research the researcher used Content-Purpose-Audience (CPA) strategy was cover this study

1.2 Literature Review

Generally, writing is described as a process of sharing ideas and communication in the written form. There are some experts who write about the concept of writing. They explains it in different ways but almost of them have the same purposes. According to Graham and Hebert (2010:14) writing can be a vehicle for improving reading. In particular, having students write about a text they are reading enhances how well they comprehend it. The same result occurs when students write about a text from different content areas, such as science and social studies. In addition, teaching writing not only improves how well students write, as demonstrated in Writing Next; it also enhances students' ability to read a text accurately, fluently, and with comprehension. Finally, having students spend more time writing has a positive impact on reading, increasing how well students comprehend texts written by others. Taken together, these findings from Writing to Read and Writing Next highlight the power of writing as a tool for improving both reading and content learning.

Garot and Wignel in Mayasari (2012:32) states that analytical exposition is a type of

spoken or written text that is intended to persuade the listeners or readers that something is the case. It is also collaborate that writer's idea about the phenomenon surrounding. The purpose of an analytical exposition text is to persuade the readers or listener by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.

Content Purpose Audience is a writing strategy that help the students to developing idea in writing process. There are some definitions according to some experts. Peha (2003:71) states that CPA is a terrific writing strategy that helps students to define their entire piece and it also works well as a revision strategy. It has six different boxes to fill up, and several piece of information required for "key detail" and questions". This strategy is used in writing activities as strategy in organizing the ideas about the topic.

Margot (2005: 9) defines this strategy is a concept of writing in which the writer makes a chart to organize the point about what he/she wants to share. The content includes the most important think the author wants the audience to know and the importance piece that help reader to lock the key idea. The purpose of the piece expressed in terms of what the author would like the audience to think after they have finished reading. The audience means the reader of the piece.

Lester (2006:70) also states that there are some advantages of CPA strategy. First, the CPA strategy is one of the best ways to clarify what the writer want to say. Next, using CPA strategy can help the writer quickly to figure out what the writer want to say in each one. It also helps the editors to see what the writer going to do before spending a ton of time doing it. The last, CPA strategy also can make the writer write more effectively. "Writing is the communication of *content* for a *purpose* to an *audience*. "Here's what I mean by that:

a. **Content (Main Idea + Key Details).** The content of a piece is what the writer wants to say. There are two parts to the content: the *main idea,* the one most important thing the author wants you to know; and the *key details,* additional information that supports and explains the main idea.

b. **Purpose (Think + Do).** The purpose of a piece is why the writer wrote it. Writers want their readers to *think* something after they've finished reading. Sometimes they want their readers to *do* something, too.

c. **Audience (People + Questions).** The audience for a piece is who the writer writes to. We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

And the procedures of Content-Purpose-Audience (CPA) in

writing analytical exposition text are follows :

a. The students are divided into individual.
b. Use the CPA Strategy for expository, these kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and the ability to anticipate and address the readers' questions.
c. Assign a topic
d. Begin to write the simple notes into paragraph to write a text
e. Decide main idea.
f. Then write the supporting details.
g. Next, write what the reader wants to think and do in the purpose's column.
h. Ignore think of the most important questions that the readers will ask in the question's column.
i. Finally, write it in the box in the CPA chart of their sheet.

There are researchers that have been done the research related to Content-Purpose-Audience (CPA) approach in teaching some subject in different school grade. They are Purwaningsih (2013), Meliana (2013), Afridona (2013), Mayasari (2012).

2. METHOD

This research was an experimental research. An experimental research is the traditional approach to conducting quantitative research (Creswell: 294). In this research researcher used Quasi Experiments in between group design. Between group research is the most frequently used design in education are those where the research compares two or more groups (Creswell: 309). Quasi-experimental include assignment, but not random assignment of participants to groups. The population of this research includes all of the eleventh grade students at SMA Nurul Falah Pekanbaru. They were all about 120 students, divided into four classes. Sample of this research were the students which had similar characteristic and background knowledge, that is XI.IIS.1 as experimental class and XI.IIS.2 as control class. The researcher used cluster random sampling to choose the classes taking the sampling. The researcher was conducted this research on November – Desember 2015 of eleventh grade students at SMA Nurul Falah Pekanbaru. Based on the time allocation on syllabus was about 8x45 minutes to teach analytical exposition text. Researcher used test as instrument. The students gave writing analytical exposition text.

In collectingthe data, the researcher used some steps: pre-test, treatment, and post-test.Pre-test was given to the students before giving the treatment to both of the experimental class and control class to measure writing in analytical exposition text. Researcher was given treatment by using CPA strategy. Researcher explains how to write analytical exposition text using CPA and gave the students an exercise of writing analytical exposition text. The researcher conducted post-test in both experimental class and control class. The test was to know about the result of treatment.

The data was analyzed statiscally to know the result whether it is statistically significant or not between treatment class and control class by using CPA strategy in

writing analytical exposition text. It was analyzed by using t-test if the data homogeneity and used U Mann-Whitney-test if it is not homogeneity.
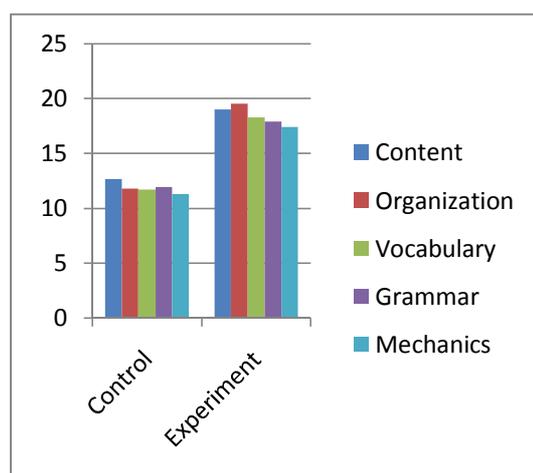
3. FINDINGS AND DISCUSSION
3.1 Findings
Post-test

Experiment class and control class were getting the post-test data.

Value	Class	N	Test of Mastery Concept			Av.
			Ideal score	Min. score	Max score	
Post-Test	Control	35	100	36.5	70.5	60
	Experimental	27	100	56	80	66

Class	Asymp. Sig (2-tailed)	A (Significant level)	Hypothesis	Distribution
Control	0,268	0,05	Accept H_O	Normal
Experimental	0,398	0,05	Accept H_O	Normal

It could be seen that control class got Asymp.Sig. (2-tailed) 0.268 > 0.05 and experiment class got Asymp. Sig. (2-tailed) 0.398 > 0.05. It meant that the normality test of post-test data of control and experiment class had normal distribution.

Data Type	Trimmed Mean	A (Sifnificant Level)	Hypothesis	Distribution
Post-test	0.109	0.05	Accept H_O	Homogeneous

The value of trimmed mean was 0.109 with level significant 0.05. Based on trimmed mean was higher than level significant 0.05. It could be said post-test data on experimental and control class were homogeneous variance because trimmed mean 0.109 > 0.05. It meant that Homogeneous.

It told that t-test of post-test on control and experimental class were differ significant, because Asym. Sig (2-tailed) 0.001 < 0.05. It could be concluded that both of classes were differ significant.

3.2 Discussion

Based on calculating the data findings, the researcher make the discussion about the effect of using Content-Purpose-Audience (CPA) Strategy in writing, especially in writing analytical exposition text at the eleventh grade class XI.IIS.1 and XI.IIS.2 students in SMA Nurul Falah Pekanbaru.

In accordance with data analysis done during six meetings, the resercher found that by using CPA could was find out the students' writing ability in analytical exposition text. It was supported by the result of the students' test in each meeting.The activities of teaching and learning by using CPA strategy made a lot of changes toward students' writing ability in analytical exposition text. Based on the result of post-test. Can be seen, the condition of the students' in received the strategy of CPA

It supported by Purwaningsih (2013) the title is The Effect of Using Content-Purpose-Audience (CPA) Strategy Toward Students Writing Skill at Eleventh Grade of SMA N 1 Basa Ampek. The result was students more active to express their ideas and help the students to increase their writing skill in understanding and making paragraph. Peha (2003:71) stated that CPA is a terrific writing strategy that helps students to define their entire piece ideas and it also works well as a revision strategy. And also Margot (2005: 9) defines this strategy is a concept of writing in which the writer makes a chart to organize the point about what he/she wants to share. The content includes the most important think the author wants the audience to know and the importance piece that help reader to lock the key idea. In conclusion CPA strategy is one of appropriate ways for the teacher in teaching writing.

In applying this strategy, the students more understand about writing, especially analytical exposition text. It saw from the students' answer of the writing text question. This activity made the students more active. This strategy makes the students enjoy to learn especially writing and make the students more creative to express their ideas. From the explanation above, we can see from the result test of post-test which concluded that the test results of each students to get significant change. Based on indicator of analytical exposition text, such as: content, organization, vocabulary, grammar and mechanic can be seen an increase results in each indicator. So, make the students could be easy to understand and enjoy for writing. And also for the

process of teaching and learning become more effective.

And for the teaching writing analytical exposition text by using CPA at the eleventh grade in SMA Nurul Falah Pekanbaru got the result of the alternative hypothesis is accepted and null hypothesis is rejected. It showed that there was positive effect by using CPA where this strategy helped the students wrote a simple paragraph about analytical exposition text with purpose, generic structure, and language feature s well.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

After conducting this research in students' writing ability at eleventh grade of SMA Nurul Falah Pekanbaru by using Content-Purpose-Audience (CPA) writing strategy, the researcher conclude this research into some conclusions as follow:

1. Content-Purpose-Audience strategy is effective in teaching writing an analytical exposition text.
2. There was difference of the students'ability in teaching writing an analytical exposition text between experimental class that received instruction by CPA strategy than control class that did not receive instruction strategy

4.2 Suggestion

Considering the effectiveness of content-purpose-audience strategy toward students' writing of analytical exposition text at eleventh grade of SMA Nurul Falah Pekanbaru, the researcher would like to give some suggestions as follows:

1. It is better for teachers and teacher candidates to conduct CPA strategy in teaching and learning activites to improve their writing skill.
2. For the English Teacher, it is better suggested that the teacher varies the way of teaching writing and teach students more maximum by using CPA strategy.
3. The teacher should be more creative on providing material in classroom, do not let them bored in your class.
4. For the other researchers, find others problem that students still have, solve the problem. It may be a reference you need.

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