

AN ANALYSIS OF STUDENTS' ABILITY AND PROBLEM IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract: *This research aims to analyze the ability and problem of students in writing analytical exposition text. The participants of this research were the students at XI IPA 2 SMAN 1 Ulakan Tapakis. The type of this research was descriptive research. The data of the research was collected by administering writing task. Then, they were scored and categorized by scoring rubrics. The data collected were analyzed by using quantitative and qualitative analysis. The finding shows that the average score of the students' in writing thesis was 2.2, arguments was 2.7, reiteration was 2.3, language features (Simple present, passive voice and conjunction) were 2.3, vocabulary was 3.2 and mechanics was 4.3. Hence, the students' ability in understanding poetry was 2.9 which was categorized unsatisfactory. Furthermore they had some problems in writing thesis arguments, reiteration, language features (Simple present, passive voice and conjunction), vocabulary and mechanics. From the data gotten, it can be concluded that the students had unsatisfactory performance in writing analytical exposition text.*

Key words: *students' ability, students' problems, analytical exposition text.*

INTRODUCTION

Writing is an important skill to be acquired by a language learner or student. By writing he can express their idea, feeling and thought to the readers. Furthermore, by writing, it can help the

students to be more competent to master language and to think critically for it encourages the student to arrange word by word, phrase by phrase and clause by clause while at the same time they must consider the structure, cohesion,

organization, meaning and so on. As stated by Yah (2010 : 1) the objectives of writing well and effectively is to give some chances to the language learner to be eager to master the language and to improve language skills, fluency, accuracy and appropriateness in communicating meaning and messages.

Moreover, Rao in Yah (2010 : 1) states that there are two benefits of writing especially writing in English as foreign language. The first, it encourages students to think, manage idea, improve their abilities to summarize, analyze and criticize. The second, it empowers their learning process. It is clear that writing is very important for students to have better knowledge and achievement.

Ina addition, Rustipa (2013) adds that professionals and students need to have skill in writing English text as it considers their success in career or study.

Nevertheless, writing is considered as a difficult and complicated. It is caused by the complexity of aspects that involves in writing such as content, organization, grammar, style, and mechanism. On the other hand, students are demanded to have such good consideration toward the aspects that the

writingis qualified. According to Brown (1994:320), writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar and punctuation. A good writer must have capability toward the rules.

Meanwhile, based on *School Based Curriculum*(SBC), writing is a skill that should be achieved by the students. The students are demanded to have some competency in writing. They are asked to build a sentence consisting several words, phrases and clauses. In addition, they should consider the cohesion, coherence, grammar, punctuation, and many more.

There are several texts which should be mastered by senior high school students, namely narrative, spoof, recount, discussion, report, news item, review, hortatory exposition and analytical exposition text. The text has its own social function, generic structures and language features. Hence, it is important for the students to have some capability on the texts. One of them is analytical exposition.

An analytical exposition text is one of the texts which is learned by the

students which determines the success in language learning process. Schleppegrell in Rustipa (2013:1) states that the students are expected to write exposition text when they are continuing to the next level in high school and beyond. This text also represents the success of students in acquiring language in school.

Martin in Coffin (2004 :5) clarifies that analytical exposition text provides thesis in which it is believed important by the author and it is constructed in well formulated. In analytical exposition, it seems that there is an important issue which is concerned by the author and the readers.

Moreover, Anderson and Anderson (1997) state analytical exposition text is a text tells about an issue seen in one point of view. Schleppegrell in Rustipa (2013 :2) supports the previous that analytical exposition has a point of view and conducts it with example and evidence. By writing this kind of text the students are expected to provide reasoned, factual, and developed presentation of their point of view.

Martin in Coffin (2004:4) adds analytical for texts present a well formulated claim or thesis, in which it is

convinced. In this text, the primary concern is the credibility of the claim/thesis and the engagement of the writer and the reader can be characterized as interpersonally distant. This idea is in line with Marin and Rose (2008). It is stated that analytical exposition is a kind of text in which the thesis is argued for. Hence, analytical exposition text is the text that tells about an issue supported by some arguments.

Each text has its own communicative purpose. Analytical exposition text is written to argue the readers about the point of view and influence them into an immediate or future action (Richardson: 2007). The same idea is expressed by Rustipa (2013 :2). She states that analytical exposition text has a purpose to convince and ask the reader of the writer's point of view, by sharing a logical arguments, reasons and interrelationship of proposition. Thus, this text should present such reasonable reason that the readers can be influenced.

Moreover, Gerot and Wignell (1995) add that analytical exposition is made up by Generic (schematic) structure and the lexico-grammatical. Generic structure consists of thesis, arguments and

reiteration. In sum, these structures make such specific characteristics of analytical exposition text itself that makes it different from the other texts.

While, to help students write analytical exposition effectively, they are supposed to master language features of the text. According to Butt et al in Kongpetch in Almita (2008 :23), the dominant language feature of analytical exposition are; generalized participants, a variety of process, present tense, passive voice, technical terms and causal conjunction.

To sum up, analytical exposition text is a text which tells about a necessary issue. The purpose of the text is to influence the readers by sharing logical arguments. In addition, this text has specific generic structure that makes it different from the other text.

Furthermore, writing analytical exposition text means writing an issue surrounded us. It makes the students have competency in sharig logical arguments i order to convince the readers about the issue. In addition, it improve their competency in English.

Nevertheless, based on informal preliminary investigation conducted at 5

th January 2016 in class XI IPA 2 SMAN I Ulakan Tapakis, it was found that students got low ability in writing analytical exposition text. There were 60% of students had no idea when it was asked what should be written in thesis, argument and reiteration. Moreover, English teacher explained that the students still felt reluctant to write meaningful analytical exposition text because of their limited vocabularies and lack comprehension of grammar. Almost 50% of students neglected the understanding of subject and verb when they build sentence by sentence. In addition, even though it was taught several times about the elements of analytical exposition like thesis, argument, and reiteration, they were still unable to put them into sentences. Misspelling and having error punctuation were commonly found in their writing, added the teacher.

Based on the fact above, the writer is interested to conduct the research on students' ability in writing analytical exposition in class XI IPA 2 at SMAN I Ulakan Tapakis Padang Pariaman. Then, this research includes the problem faced

by the students in writing analytical exposition.

RESEARCH METHOD

The design of this research was descriptive. It was aimed to figure out the students’ ability and problem in writing analytical exposition text.

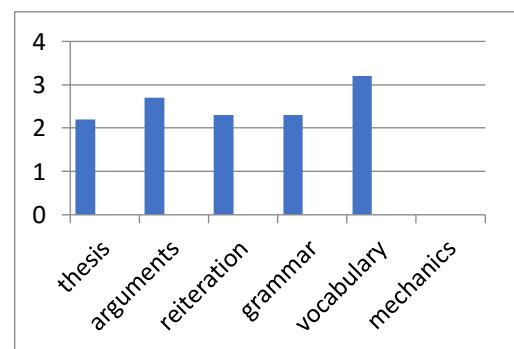
The instrument of this research was the writing test. The test was administered to the students in order to measure their ability and see their problem in writing analytical exposition. Furthermore, the indicators to see the ability of students in writing analytical exposition were the ability of students in writing thesis, arguments, reiteration, grammar, vocabulary and mechanics. in addition, the indicators of students’ problem in writing analytical exposition text such as the problem in writing thesis, arguments, reiteration, grammar, vocabulary and mechanics.

After having been collected from the field, the data were analyzed and interpreted by and using descriptive techniques. Furthermore, the conclusion was derived from the findings. In this research, the data were analyzed quantitatively and qualitatively.

FINDING AND DISUSSION

All of the data obtained in this research were collected by using students’ writing of analytical exposition text. The students’ writings were used to see the students’ ability in writing analytical exposition text and the common problem faced by students in writing analytical exposition text.

The data gotten are related to the students’ ability in writing analytical exposition text. Then, the data themselves described the students’ ability in writing analytical exposition text by considering following indicators such as thesis, arguments, reiteration, grammar, vocabulary and mechanics. The data were gotten in the form of score (range 1-6) and categorization (fail, unsatisfactory performance, low performance, standard performance, high performance and Distinguished performance).



The average score gotten by students in writing analytical exposition text was 2.9. It was categorized low performance. While, the average score gotten by students in writing thesis was 2.2 categorized unsatisfactory performance. Next, the average score gotten by students in writing argument was 2.7 categorized low performance. Then, the average score gotten by students in writing reiteration of analytical exposition text was 2.3 categorized unsatisfactory performance. In addition, the average score gotten by students in using grammar of analytical exposition text was 2.3 categorized unsatisfactory performance. After that, the average score gotten by students in writing vocabulary was 3.2 categorized low performance. The last, the average score gotten by students in writing mechanics of analytical exposition text was 4.3 categorized standard performances.

The problem faced by students in writing analytical exposition text was found in the students' writing of analytical exposition text. These problems were analyzed based on the indicators and sub indicators. They were

problem in thesis, argument, reiteration grammar, vocabulary and mechanics.

The first indicator of students' problem in writing analytical exposition text was the students' problem in writing thesis of analytical exposition text. Since the students had low competency in writing thesis of analytical exposition text, it must be several problems related to writing the thesis of analytical exposition text. The problems in writing thesis of analytical exposition text were analyzed into the elements of thesis itself. The first was that there were 38.5% students facing the problems in introducing topic. The second was that there were 61.5% students faced the problem in indicating writer position. The third was that there were 100% students faced the problem in stating emotional statement.

The next indicator of the students' ability in writing analytical exposition text was the students' problem in writing arguments of analytical exposition text. As stated before, the students had low competency in writing arguments of analytical exposition text. It means that they must have faced some problem in writing arguments of

analytical exposition text. It can be seen from the data obtained. There were some students getting problems in writing arguments of analytical exposition text. The problems were analyzed based several elements such as problems in starting each paragraph with a new argument, problem in composing development of the point, and problem in stating common beliefs, facts or quotes.

The following indicator of the students' problem in writing analytical exposition text was that the students' problem in writing reiteration of analytical exposition text. This problem was found in the students' writing. Based on the data gotten, there were some students having difficulties in writing reiteration of analytical exposition text. Problems were divided into some elements. They were; the problems in remaining reader's main point and problem in indicating the text ends by using transitional signal

Related to the students' problem in writing analytical exposition text, the problem faced by students in using grammar of analytical exposition text was the indicator. Since the students had low competency in using language

features, it must be some problems faced in using language features of analytical exposition text. Based on the data gotten there were some students faced some difficulties in using grammar of analytical exposition text. The problems were divided into some sub-indicators. The first was that the problem in using simple present. There were 64.7% students facing problem in writing simple present. The second was that the problem in using passive voice. There were 61.3% students facing problem in writing passive voice.

The next indicator of students' problem in writing analytical exposition text was that the students' problem in writing vocabulary of analytical exposition text. Since the students got low performance in writing vocabulary of analytical exposition text, there must be some problems faced by students in writing vocabulary of analytical exposition text. Based on the data it was found that there were some students faced problem in writing vocabulary of analytical exposition text. The problem was that the students using inappropriate vocabulary to communicate idea. There were 53.3% students using inappropriate

vocabulary. It was found the students used inappropriate vocabulary which did not suit to the context. As a result it could not communicate the idea shared by the students effectively.

The last indicator of students' problem in writing analytical exposition text was that the students problem in using mechanics of analytical exposition text. Since the low competency was owned by some students in writing mechanics of analytical exposition text, there must be some problems faced by students in using mechanics of analytical exposition text. According to the data, there were some students having difficulties in writing mechanics of analytical exposition text. Based on the data there were 50% students faced problem in punctuation. The problems commonly found that the students did not put full stop at the end of sentence. It was found that there were 57.7% students faced difficulties in spell some word. The number of students facing problem in writing capitalization was that 61.5% students. The common problem was found that the student did not write capital letter at the first sentence.

Analytical exposition text is one of some text which students have competency to write about. In order to write good analytical exposition text, students have to consider the elements of text. They are generic structure (thesis, arguments, and reiteration), language features (simple present tense, passive voice and causal conjunction), vocabulary and mechanics.

Thesis is the way of writer to introduce issue or topic. In this case, students were given topics which were familiar to them. Nevertheless, based on the data, it was found that there were only three students getting standard performance. Meanwhile, the rest faced difficulties in writing thesis of analytical exposition text. It can be caused by the students themselves have no idea what the purpose of the text is. In order to conduct the good thesis of analytical exposition text, the students should keep in their mind that the purpose of the writing itself. According to Shahhoseiny (2015) before the writer starts the writing process, he/she could remember the purpose of the writing itself. When he/she would write analytical exposition, he/she expresses viewpoints of an issue

or topic in order to convince the readers that their point of view is correct. So, by determining the purpose of the writing, the students can have direction to write good thesis of analytical exposition text. The finding of this research supports the previous research, Janiarti (2012). She found that students faced difficulties in writing thesis of analytical exposition text. This was showed by the average score gained by students. It was 2.2 Of 5.0 which categorized fair.

In addition, the low competency of students in writing thesis was identified when they committed some errors. From the writing task it was found that the students had little knowledge or idea in introducing topic/issue. Hence, they only wrote one or two sentences in thesis. Even, they wrote nothing in thesis. This also was supported by Huy (2015). He states that high school students feel difficult to write because they had to develop it by constructing some sentences in order to introduce the issue/topic. According to Reid (1985) a paragraph consists of a topic sentence put in the first sentence and supported by four to eight sentences as the controlling idea.

Furthermore, Based on the data, it was found that there were 18 had low competency to write arguments of analytical exposition text. They faced difficulties to construct arguments which can convince the readers by using clear generalization or common beliefs to support view points and use evidence and fact such as; research and quotes. According to Coffin (2004) argument placed in the body of paragraph putting series of arguments and evidence supporting thesis. In addition, it should be put some facts, statistics or experience in order to support the claim.

Besides, argument is one of the core structures of analytical exposition text. According to Van Emeren et al in Coffin (2004:3) argument can be defined in the terms of aim at increasing or decreasing the acceptability of a standpoint which is controversial for reader or listener. So, by stating good argument it can convince the readers that it increases the point of view offered in the thesis. The finding of this research supports the previous research. According to Gusta (2013), she found that students had poor performance in developing arguments as the body of

essay/text. Furthermore, they faced difficulties in using evidence in order to convince the readers.

Based on the data, it was found that there were 18 students who had unsatisfactory performance in writing reiteration of analytical exposition text. They were difficult to remain the readers' of the text's main point by summarizing the subtopic or paraphrasing the thesis. They mostly only wrote only one sentence even nothing related to the reiteration. As a result, they made the text were not in a good organization. This was caused by the students had no idea to close the text. This was supported by Alseyabi and Tuzlukova (2014). They say that students felt confused to conclude the text commonly caused by the students do not have enough idea to express. The finding of this research supports the previous research, Janiarti (2012). She found that the students faced difficulties in writing reiteration of analytical exposition text. It was hard for them to develop the reiteration of analytical exposition text.

Whereas, analytical exposition is the last impression delivered by writer to the readers. Reiteration can jog readers'

memory. According to Kirkland (2006) in Garrison (2010) reiteration of analytical exposition sums up the text by restating the real viewpoint, adding the last opinion of writer and giving historical effect to the readers

Furthermore, based on the findings, it was found that there were 13 students getting unsatisfactory performance in using language features of analytical exposition text. It means that there was 50% student were unable to use language features of analytical exposition. The students overwhelmed to write to construct sentences grammatically. They mostly had problem to construct sentences grammatically. They mostly had problem to construct sentences in simple present by putting subject and verb. In addition, they made some errors when they add ordinary verb +s at the end. As a result the quality of writing was not good. This was caused by they did overgeneralization in one context and extending its application to other context where it should not apply.

Nevertheless, students have to have some competency to construct food and meaningful text by considering language features. According to Huy

(2015) good language features is important. In writing good grammar ensures that what is written is correctly comprehended. Furthermore, it is easy and enjoyable to read. It means that the students face difficulties in using language features in writing.

Based on the finding, it was found that there were 11 of 26 students getting standard performance in using vocabulary. Nevertheless, the rest faced difficulties in using vocabulary of analytical exposition text. According to Huy (2015) good vocabulary is the important criterion for written communication. The writer should mastery good vocabulary in expressing their ideas that it will be comprehensible. Hence, it easy to the reader to catch the idea of the text. This research supports the previous research, Silfia (2014). She revealed investigated that the students' ability in writing exposition essay on vocabulary aspect was poor. The students still got problem in using vocabulary in order to express their idea.

Moreover, the difficulties faced by students in using vocabulary were identified when they committed some errors in their writing task. It was mostly

found that they had limited vocabulary to express their idea. Consequently, they had problem to express their idea. In addition, the students chose inappropriate vocabulary when writing. It was supported by Aleyabi and tuzlukova (2014). According to their investigation, choosing appropriate vocabulary is the hard task for the students in writing.

Based the findings, it was found that 7 students faced difficulties in mechanics. It means that there were 27.9% had problem in spelling, punctuation and capitalization. This research supports the previous research. Alfaki (2015) found that students commonly had problems in writing mechanic. There some difficulties faced by student in writing the text by using mechanics. Meanwhile in writing, mechanic is such the important aspect in writing that the readers can comprehend the text easily Hedge (1988). Thus, writer should mastery good mechanics to make the writing product meaningful.

CONCLUSIONS

Writing analytical exposition text is one of the competences which have to be

owned by the XI grade students. This text has special generic structure and lexicogrammatical features which make it different from the others. All of these are very crucial to master by the students for it gives contribution toward the quality of students' writing. If the students get some failure on it, it will make students' writing not meaningful. Thus, it is important to know the students' ability in writing analytical exposition text. Furthermore, it also necessary to see the common problem faced by students in writing analytical exposition text.

Based on the research finding, the students had low competency in writing analytical exposition text. They had unsatisfactory performance in writing thesis, arguments, reiteration, language features, vocabulary and mechanics, in fact, all of these aspects have to acquired well by students in order to make meaningful and qualified analytical exposition text. Hence the students had problems in writing analytical exposition text.

Furthermore, the students XI IPA 2 SMAN I UlakanTapakis learning text were expected to have good

competency in writing analytical exposition text. Meanwhile, based on the data gotten, it was found that they faced problem in writing analytical exposition text. The students had problem in writing thesis, argument reiteration, language features, vocabulary and mechanics.

The implications of this research is that the English teacher should explain more clearly the generic structure and the language features of analytical exposition text so that the students have more knowledge about it and make them enable to construct an analytical exposition text, the English teacher should motivate students to love writing by giving entertaining strategy so that it can solve their problem in writing and the English teachers should give some practices related to writing in such a fun way that the students motivated to write. It is suggested that the students should regularly practice English in order to improve their skill and competency in English, the students should master the generic structure and language features of the text which they learn so that it will accommodate them to construct good and meaningful text, and the other researchers are suggested to continue this

research to get innovative strategy in order to improve the students' competency in writing analytical exposition text.

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