

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING ANALYTICAL EXPOSITION TEXTS BY THE SECOND YEAR STUDENTS OF SMA N 13 PEKANBARU

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Abstract: *This descriptive research is aimed to find out the students' difficulties in writing Analytical Exposition Texts at the second-year students of SMA N 13 Pekanbaru and to analyze the students' difficulties in writing Analytical Exposition Text at the second-year students of SMA N 13 Pekanbaru. The population of this research was the second year students of SMA N 13 Pekanbaru in the academic year of 2019/2020. The samples were the students of XI. MIA 1 consists of 30 students who have been selected using cluster random sampling technique. The data were collected by using writing test and interview. The writing tests were analyzed using a writing assessment by Hughes (1989), and the interviews were analyzed by counting the most answers. As a result of the research, it was found that the second year students' difficulties in writing analytical exposition text were classified as fair (63, 9). The second year students' difficulties were found in the aspect of the organization (51, 8) and mechanic (56). Thus, in other words, it can be concluded that students' difficulties in writing analytical exposition texts by the second year students of SMA N 13 Pekanbaru were classified into fair (63.9) and the students' difficulties were in the aspect of organization and mechanic.*

Key Words: *Analysis, Difficulties, Writing, Analytical Exposition Text.*

ANALISIS KESULITAN SISWA DALAM MENULIS TEKS EKSPOSISI ANALITIS OLEH SISWA TAHUN KEDUA SMAN 13 PEKANBARU

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kesulitan siswa dalam menulis Teks Eksposisi Analitik pada siswa kelas dua SMA N 13 Pekanbaru dan untuk menganalisis kesulitan siswa dalam menulis Teks Eksposisi Analitik pada siswa tahun kedua dari SMA N 13 Pekanbaru. Populasi penelitian ini adalah siswa kelas dua SMA N 13 Pekanbaru tahun akademik 2019/2020. Sampel adalah dia siswa XI. MIA 1 terdiri dari 30 siswa yang telah dipilih menggunakan teknik cluster random sampling. Data dikumpulkan dengan menggunakan tes menulis dan wawancara. Tes menulis dianalisis menggunakan penilaian tulisan oleh Hughes (1989), dan wawancara dianalisis dengan menghitung jawaban terbanyak. Dari hasil penelitian, ditemukan bahwa kesulitan siswa tahun kedua dalam menulis teks eksposisi analitik diklasifikasikan sebagai sedang (63, 9). Kesulitan siswa tahun kedua ditemukan dalam aspek organisasi (51, 8) dan mekanik (56). Dengan demikian, dengan kata lain, dapat disimpulkan bahwa kesulitan siswa dalam menulis teks eksposisi analitik oleh siswa tahun kedua SMA N 13 Pekanbaru diklasifikasikan menjadi sedang (63, 9) dan kesulitan siswa berada dalam aspek organisasi dan mekanik.

Kata Kunci: Analisis, Kesulitan, Menulis, Teks Eksposisi Analitik.

INTRODUCTION

Writing is to transfer ideas, information, experiences, and feelings form in a written form. Writing is one of the basic skills in language skills like reading, speaking, and listening. A good writing skill needs a good deal of practice and some specific guidelines of writing need to be followed. So, writing can be categorized as an important skill in the English language. Mansoor (2011) states that writing is an important experience through which the students are able to share ideas, to arise feelings, and to persuade and convince the readers. Most people agree to say that writing is a difficult task to do because of its complexity. The national curriculum of 2013 has expected the graduates of senior high school students to be able to communicate and write in English. Therefore, Analytical Exposition Text is one of the material that should be taught in the class for the second year students of SMA N 13 Pekanbaru. Some students are better at expressing themselves in writing than any other way. Writing can help the students to find a good career. In case, writing is a productive skill in which the students can produce a writing product. Furthermore, no matter how hard the writing is, the students have to write well. The result of preliminary data, the teacher said that writing is one of the most difficult skills to be learned for second-year students and the students usually get difficulties in making a composition of a paragraph. There are many kinds of ways to organize the sentence or paragraph in a piece of students writing. One of them is the Analytical Exposition Text. Analytical Exposition Text is a text that elaborates on the ideas of the writer about the phenomenon surrounding. Its social function is to persuade the reader that ideas are an important matter. According to those phenomena above, the researcher has decided to conduct this research to find out the students' difficulties in writing Analytical Exposition Text. Therefore, the researcher wants to conduct the research entitled: "An Analysis of Students' Difficulties in Writing 'Analytical Exposition Texts' by The Second Year Students of SMA N 13 Pekanbaru".

RESEARCH METHODOLOGY

This research is descriptive. This research aims to gain information about the phenomenon to describe an existed condition in the field. As proposed by Creswell (2005) a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population.

In this research, not all of the Creswell designs adopted. But, the design will be focused on the description of trends and opinions of the sample.

Population and Sample

The population of this research was all of the second-year students of SMA N 13 Pekanbaru in the academic year 2019/2020. Regarding the population number, cluster random sampling was used. According to Gay and Peter (2000), cluster random

sampling means that the sampling in which groups, not individuals, is randomly selected. In this condition, the sample decided by using a lottery.

The instrument of the Research

1. Writing test

The purpose of writing texts is to prove the students' difficulties in writing analytical exposition texts. By using the writing test, the researcher will know the level of students' ability in writing analytical exposition texts. Ugang and Margaretha (2012) define that analytical exposition is a type of argumentation text where the text contains a detailed author's thinking about a phenomenon that is around. Exposition text can be divided into two types; they are analytical and hortatory text. An analytical exposition is a text which is not accompanied by suggestion, but hortatory exposition text is a text which is accompanied by suggestion about an issue or something that should or not to do. Analytical expositions are used to persuade the readers that the idea is an important matter. It means that this text has an influencing process to bring the readers to do or not to do something related to a case is happening.

Table 1. The Blueprint of Writing Test and Writing Assessment

NO.	Topic	Writing Assessment
1.	The Importance of Library for Senior High School Students	Content, Organization, Vocabulary, Grammar, and Mechanic.
2.	The Dangerous of Global Warming for Ecosystem Environment	
3.	Good and Bad Effects Of Television's Program for Senior High School Students.	

2. Interview

According to Gubrium, J.F & Holstein, J.A. (2001) an interview is a conversation for gathering information. The interview is appropriate way to collect specific information on people's opinions, thoughts, experiences, and feelings.

Data Collection Technique

In collecting the quantitative data, the writing test was used. The writing marked based on the writing assessment proposed by Hughes (1989). Also, to strengthen the data the open-ended interviews was used. The open-ended questions for interviews were based on the teaching model, writing assessment, materials, and media which used in the class.

Data Analyzing Technique

1. To get the total score of each student, the following formula is used.

$$TS = \frac{C+O+V+G+M}{40} \times 100$$

TS: Total Score

C: Students' ability in terms of content

O: Students' ability in terms of organization

V: Students' ability in terms of vocabulary

G: Students' ability in terms of grammar

M: Students' ability in terms of mechanic

2. To know the score of each student from three raters, the following formula is used.

$$A = \frac{R1+R2+R3}{3}$$

A: Average Score

R1: Students' scores from rater 1

R2: Students' scores from rater 2

R3: Students' scores from rater 3

3. To know the percentage of the students' difficulties in writing Analytical Exposition Texts.

$$P = \frac{F}{N} \times 100 \%$$

P: percentage

F: frequency

N: the number of students

4. To know the real score of the students, the researcher uses the following formula.

$$RS = \frac{TS}{40} \times 100$$

RS: Real score of individual

TS: total score of individual

5. Mean

$$\text{Mean} = \frac{\sum fx}{N}$$

$\sum fx$: The raw score

N: The number of students

Then, the last step is to calculate the relative standing. Relative standing is a statistic that describes one score relative to a group of scores. After that, to analyze the level of student score the researcher will use the rank as stated below:

Table 2. The Relative Standing

NO.	Scale	Level
1.	86-100	Very Good
2.	70-85	Good
3.	60-69	Fair
4.	<60	Poor

(Creswell, 2005)

FINDINGS AND DESCRIPTION

The researcher has assessed the writing test of the students of SMA N 13 Pekanbaru. 30 students have done the writing test. The writing test is aimed to presenting the students' writing difficulties in terms of 5 aspects that are (content, organization, vocabulary, grammar, and mechanic). The writing test has been given to answer the formulations of the problem of this research.

The students' ability in writing analytical exposition texts for all aspects of writing assessment

Table 3. The students' mean score for each aspect of writing for all aspects of writing assessment

The Aspect Of Writing	Rater 1		Mean Score	Rater 2		Mean Score	Rater 3		Mean Score	The Mean Scores Of Three Raters
	$\sum X$	N		$\sum X$	N		$\sum X$	N		
Content	230	30	7,7	232	30	7,7	235	30	7,8	7,7
Organization	72	30	2,4	75	30	2,5	86	30	2,9	2,6
Vocabulary	228	30	7,6	226	30	7,5	220	30	7,3	7,5
Grammar	220	30	7,3	220	30	7,3	216	30	7,2	7,3
Mechanic	80	30	2,7	84	30	2,8	88	30	2,9	2,8

According to the table 3, it can be seen that the total mean score for all aspect of writing assessments based on the raters calculation. Then, it also can be concluded that the highest total mean score is in the aspect of content with the total mean score is (7, 7). Secondly, in the aspect of vocabulary with the total mean score is (7, 5). Thirdly, in the aspect of grammar with the total mean score is (7, 3). Fourthly, in the aspect of mechanic with the total mean score is (2, 8) and the lowest total mean score is in the aspect of organization with the total mean score is (2, 6).

Table 4. The mean score of each aspect the students' difficulties in writing analytical exposition texts.

No	Aspects Of Writing Assessment	Mean Score
1	Content	77,4
2	Organization	51,8
3	Vocabulary	74,9
4	Grammar	72,9
5	Mechanic	56
Total Mean Score		63,9
		FAIR

Table 4 shows that the total mean scores of each aspect the students' difficulties in writing analytical exposition texts is classified in the fair level. There are five aspects assessed that are; content, organization, vocabulary, grammar and mechanic. The highest mean score is in the aspect of content (77, 4) then followed by the aspect of vocabulary (74, 9) then followed by the aspect of grammar (72, 9) then followed by organization as the lowest mean score (51, 8) and the last is in the aspect of mechanic (56, 0).

CONCLUSION AND SUGGESTIONS

Conclusion

The second year students' difficulties in writing analytical exposition text faced on the five writing aspects was classified as fair (63, 9). Most of students has difficulty in each aspects such as content with the mean score 77, 4, vocabulary 74, 9, grammar 72, 9 organization 51, 8 and the last mechanic 56. The researcher found that the students' difficulties in the aspect of organization and mechanic.

The factor as causes second year students' difficulty in writing Analytical Exposition Texts, it concern with teaching mode, writing assessment, material and media. That is based on result of data analyses of interview. **In teaching mode**, Most of the students said that English is difficult. It is caused by the students hard to memorize the vocabulary, embarrassed to start talk in English and don't know how to write in English well. Besides, the students said about the teacher's teaching was the teacher used student center mode, and the students said that it is not effective in learning English so that is why the feel not really understand with the material they learned and the teacher should speak in English more when she teaching. **In writing assessment**, it

was involved five aspects that were content, organization, vocabulary, grammar and mechanic. Based on the interview results most of the student got difficulties in this factors. In content, the students got difficulties when they are not really familiar with the topic or the issues given and they consult dictionary first before start writing. In organization, the students not really pay too much attention in organization of the text, because it's hard to distinguish between a thesis and an argument and the students sometimes don't know the ideas are actually in thesis or argument. It is caused in the teaching learning process, the students didn't get the clear differences between both thesis and arguments, where thesis is should be and where arguments is should be. In vocabulary, the students said that they use dictionaries to find word meanings in English. And they never recheck whether the word is appropriate or not. In grammar, the students only know that analytical exposition is using simple present tense but in their writing there are still several students who write the text not using simple present tense. The difficulties is when they want to write the ideas they don't know how to compose the sentence correctly. In mechanic, the students said that they are not paying much attention to the mechanism of writing. They did not use the punctuation properly, did not write the first letter of the beginning of the sentence with capital letter, and they did not pay attention to the spelling of the word they write. These difficulties caused by most of the students thought that this aspect not really important in writing process. **In Material**, Most of the students said that learning Analytical Exposition is important but difficult. The difficulties caused by the students should have a wide knowledge about what event currently happened. If they update with the current event, they will familiar and have a lot of ideas to write their analytical exposition text and the language features of analytical exposition is difficult, it is caused by the students did not get the clear understanding about the language features used in analytical exposition. In Media, Most of the students said that the used of media by the teacher is interesting, it will improve the students attention and willingness to focus with the material. In addition, the used of teaching media in teaching learning process is helpful to make the students understand the material easily. In fact, the teacher did not use an interesting media such as: picture, video or things which are related to the learning topic.

Suggestions

Referring to the finding of the research, the researcher gives some suggestions in order to improve the students' ability in writing analytical exposition texts by the second year students of SMA N 13 Pekanbaru. These suggestions are very useful for the English teachers, especially for the English teacher at SMA N 13 Pekanbaru. The teachers should learn better and be more creative in using various techniques of teaching writing skill. It will be useful to solve the students' difficulties in the aspects of organization and mechanic of writing Analytical Exposition Texts and improve the students' understanding about material taught. Besides, the teacher should create and use various appropriate media to support the understanding. Secondly, students should also improve their writing skill by reading English book and after that they write down the ideas based on about the book they have read, and then discussing it with friends or teachers. And the last, the result of the research can be as the addition reference to conduct further research.

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