



An Analysis of Students' Difficulties in Writing Analytical Exposition Text in MAN 1 Pasaman Barat

Afika Usman^{1*}, Hilma Pami Putri², Merry Prima Dewi³, Genta Sakti⁴

UIN Sjech M. Djamil Djambek Bukittinggi

e-mail: afikausman543@gmail.com, hilma.pami.putri@iainbukittinggi.ac.id,
merry.prima.dewi@iainbukittinggi.ac.id, genta.sakti@iainbukittinggi.ac.id

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan siswa kelas II MAN 1 Pasaman Barat yang berfokus pada kelas XI IPA 1 secara tertulis. Metode penelitian ini adalah penelitian kualitatif deskriptif. Data diambil dari siswa kelas XI IPA 1 MAN 1 Pasaman Barat yang berjumlah 25 siswa. Pengumpulan data dilakukan melalui tes tulis dan wawancara. Dalam tes menulis, siswa diminta untuk menulis teks eksposisi analitis dengan memilih topik yang telah ditentukan oleh peneliti. Kemudian, dalam wawancara, peneliti memilih 10 siswa dan seorang guru bahasa Inggris yang akan diwawancarai dengan 10 pertanyaan untuk mengetahui penyebab kesulitan siswa dalam menulis teks eksposisi analitis. Hasil penelitian menunjukkan bahwa ketepatan tata bahasa merupakan aspek yang paling banyak menyebabkan kesulitan siswa dalam menulis. Kemudian dilanjutkan dengan penataan teks, ejaan kata yang benar dan diakhiri dengan tanda baca. Temuan lainnya adalah tentang penyebab kesulitan siswa dalam menulis teks eksposisi analitis. Peneliti menemukan bahwa linguistik adalah penyebab terbesar kesulitan siswa dalam menulis eksposisi analitis. Kemudian, dilanjutkan dengan kesulitan psikologis dan kesulitan kognitif.

Kata Kunci: *Keterampilan Menulis, Kesulitan Siswa, Analytical Exposition Text*

Abstract

This research background was motivated by the problems of the second grade of MAN 1 Pasaman Barat, focusing on XI IPA 1 class in writing. The method of this research was descriptive qualitative research. The data was taken from class XI IPA 1 MAN 1 Pasaman Barat consisting of 25 students. The data was collected through writing tests and interviews. In the writing test, students were asked to write an analytical exposition text by choosing a topic that has been determined by the researcher. Then, in the interview, the researcher chose 10 students and an English teacher who would be interviewed with 10 questions to find out the causes of students' difficulties in writing analytical exposition texts. The results showed that grammar accuracy was the most aspect of students' difficulties in writing. Then, it could be continued by the organization of text, spelling words correctly and the end was punctuations. The other finding was about the causes of students' difficulties in writing analytical exposition text. The researcher found that linguistics is the most of the causes of students' difficulties in writing analytical exposition. Then, continued with the psychological difficulties and cognitive difficulties.

Keywords: *Writing Skill, Students Difficulties, Analytical Exposition Text*

INTRODUCTION

Learning is a process of interaction in the learning process in the classroom, such as professors, students, material, media, learning resources, and environment (Bestiara et al., 2021). English is learned for many purposes such as for getting a job, communicating, developing technology and so on especially for communication, English can be used for written or spoken one. Unfortunately, some language learners difficulties to get ability in speaking, in this case they fail in understanding or grasping information from what people said, although they have learned it in their school (Minanda et al., 2020). Without learning, the State will lose the next generation who struggle (Putri, 2019) to achieve the ideals of the Indonesian people.

Writing is one of the four skills in English that concerns conveying the messages made by the writer from thinking, compiling, and revising procedures to become a written text. The written text as the product of writing is the result of a writer's ability. In addition to helping writers express and convey a message, the writing skill can also be the way to find out the extent to which students can understand what is conveyed by the teacher (Anita & Kardena, 2021). Writing is one from several language skills that not important and challenging for English as a foreign language (EFL) or English as a second language (ESL) student. Writing in English very make students difficult than other skills like; listening, speaking, and reading (Budjalemba & Listyani, 2020). Learning to write in a new language takes a lot of effort because the kind of writing taught to the students is less creative and structure oriented. This skill compared with other skills, writing is a complex skill and difficulties to acquire (Warry Octaviana, 2001). Writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. These sub-skills are quite complex so that they create some problems for students in the writing class (Wibowo, 2013). Hence, writing is an English skill who felt difficult by students based on the research of the researcher. Writing also important in English but complex skill than other skills. Writing is one of the skills that must be mastered by students, especially for senior high school level 11. At that level, students are taught how to write a paragraph in text writing well. To write good English, syntax is one aspect that must be considered because syntax related to the rules in writing (Febri Yanni & Safitri, 2021).

This research is focus on the aspect of students' difficulties and the causes of students' difficulties in writing analytical exposition text. Analytical exposition is a type of text to argue that something is the case. In writing analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding. They are expected to provide some evidence to support their opinion. By using Group Investigation technique, students are able to work together in a group to analyze the topic of writing in order to find more information

from many sources and the characteristics of analytical exposition text (Reski et al., 2021). Writing analytical exposition text made by the students of MAN 1 Pasaman Barat focused on eleventh grade of IPA 1 class. The crucial mistakes in the class is there are some students difficulties to arrange the text like; the use of grammar accuracy, spell word correctly, punctuation, and organizing the idea.

Analytical exposition text is one of the materials that should be taught in the class for second year of MAN 1 Pasaman Barat. Analytical exposition text is a text that elaborates the writer's ideas about the phenomenon surrounding. Expository paragraph is a paragraph which analyzing and explain a topic by using specific details and examples. The students are demanded to be able to compose and write an analytical exposition essay. Writing analytical exposition text is not an easy task. The students must be knowledgeable about the issue that will be discussed so they provide their opinion to support the issue. To be knowledgeable, the writer should know much information about the issue that happens currently (Irwan et al., 2018). As people are given more freedom to show their opinions and arguments, learning to write an exposition text will enable students to write a comprehensive argument about a topic or an issue and persuade the readers to support their opinion. In the classroom context, exposition text can bridge students to have the skills to convey ideas logically which then help them develop their academic competence (Wijayanti, 2020).

Meanwhile, the difficulty usually faced by the students in writing composition is organizing idea into sentence. In writing a text, as a writer should make their text used the generic structure of text, where every text have the generic structure, like; thesis, argument, and reiteration. Then, also have the language feature, like in narrative text used simple past tense and in analytical exposition used simple present tense. The explanation of the organization of analytical exposition text was the researcher explained in the nature of analytical exposition text point. Because of that, sometimes the students get difficult to organize and make the text because there are several rules must include into the text to be a good text and the readers can understand about the text.

From the explanation above, the researcher concludes that there were some difficulties are faced by the students in writing analytical exposition text, they are:

- a) Grammar accuracy
- b) Spell word correctly
- c) Punctuation
- d) Organizing the idea

The researcher will choose this aspect to know the students difficulties in writing analytical exposition because when the researcher did preliminary research, the researchers could be seen from the students written with this aspect.

- a) The students get difficulty in writing can be caused by learning disability. The students have limited vocabulary and did not know how to arrange the word to be a good sentence. Physiology difficulty is

related to having someone physically present when use language and to getting of some kind.

- b) Linguistic difficulty is related to the sentences that are in incomplete or ungrammatical form which are unnoticed by the writer.
- c) Cognitive difficulty is related to the custom or habit and relater to learning in English.

From the description of the categories above, it can be concluded that the causes of student difficulties in writing are not only related to grammar and vocabulary but also related to all of our intelligences of comprehension. Based on the causes of writing difficulties above, the causes of students' difficulties in writing analytical exposition text consist of two opinions they are Don Bryne and Graham. Bryne states that the causes of difficulties in writing related to three indicators such as Physiology difficulty, linguistic difficulty and cognitive difficulty. But, Graham states that, the students difficulties in writing consist of three indicators such as: Lack of Proviency, Lack of Knowledge, and Lack of efective. In summary, based on two opinions before, the researcher was used Don Bryne opinion in this research.

METHODOLOGY

This research employed qualitative research. Qualitative research is the type of research that produces findings that cannot be achieved using procedures statistically or by other quantitative means. Qualitative research is a research procedure that can produce descriptive data in the form of speech, writing, and behavior from the people being observed. The researcher used the descriptive qualitative method. Moreover, the goals of the research were to analyze the aspect of students' difficulties and the causes of their difficulties in writing analytical exposition text by the second-grade students of MAN 1 Pasaman Barat in the academic year 2021/2022, and the researcher will put one class as a sample of the research.

The population of this research is the second grade of MAN 1 Pasaman Barat academic year 2021/2022, as follow:

Table 1. The Total Numbers of the Second Grade Students in MAN 1 Pasaman Barat Academic Year 2021/2022

No	Class	Students Totally
1	XI IPK	24
2	XI IPA 1	25
3	XI IPA 2	34
4	XI IPA 3	33
5	XI IPS 1	31
6	XI IPS 2	24
Total		171

Source: Document of Preliminary Research

It consists of 171 students in six classes consisting of XI IPK, XI IPA1, XI IPA 2, XI IPA3, XI IPS 1, and IX IPS2 class. But, in this research, the researcher needs one class (IPA 1 class) with consist of 25 students as a sample of this research because this class had polite students and knowledgeable.

The sample of this research has two ways to collect a sample of the research, they are purposive sampling and snowball sampling. But, this research was used the purposive sampling technique. The researcher did one class because this research was analyzed students writing text and interviews. Hence, the researcher needs one class “XI IPA 1” as a sample of this research and an English teacher as sample for interview instruments to get more data.

The research instrument was a facility tool used by researcher in collecting data to make the research easier and the result better. This research will use writing test and interview as instruments of this research to find out the research question and the test was administered the students to measure their ability and saw their difficulties in writing analytical exposition.

The researcher was asked students to make the analytical exposition text, and the researcher was analyzed the students’ difficulties from four indicators of difficulties.

Table 2. The Blueprint of Writing Test and Writing Assessment

NO	TOPIC	WRITING ASSESSMENT
1	Smoking is good for the human health	Grammar accuracy, spell word correctly, punctuation, and organization of the text
2	E learning is bad for student knowledge	
3	Mathematics is easy for students	
4	English subject is not difficult	
5	Smartphone is not important	

The research analysed it by using steps descriptive qualitative on the data adopted from Mile and Huberman in Sugiono as follows:

After the data are collected, these have to be analysed to achieve the intended purposes:

a. Data collection

In this process, the researcher ana lyses all of the data gotten from writing text and interview with the students and the teacher. In this step, the researcher will analyse types of students’ difficulty and the causes of students’ difficulties in writing analytical exposition text.

b. Data reduction

After the researcher collect the data, the researcher made the data reduction as summarizing, choosing the subject matter, focusing on the important things, looking for theme and pattern and reduce unnecessary things.

c. Data display

After reduction the data, the writer doing the process of data display. In this step, the writer discussing and interpret the data as clear as possible to come to the conclusion. The data is organized, arranged in a pattern of relationship in order it is easy to be understood. Finally, the researcher concluded the data.

RESULT AND DISCUSSION

This research was analysed by using descriptive qualitative method. The data was collected from the second-grade students of MAN 1 Pasaman Barat. The data were collected from 16 November to 30 November 2021. The researcher asked for a writing test related to students writing about analytical exposition text. In addition, the researcher also got the data from an interview conducted with the students to focus on the second grade of IPA 1 class and the teacher who teaches in the second grade of IPA 1 class too.

This section was described the analysis of the data which was carried out to answer the formulation of the research question about the aspect of students' difficulty in writing analytical exposition text and the causes of students' difficulties done by the second-grade students of MAN 1 Pasaman Barat focus on IPA 1 Class. The aspect of students' difficulties in writing analytical exposition text and the causes was described and analysed as follow:

1. Data Descriptions

Based on the statement above, the researcher was conducted a data description from the data that has been obtained by researchers in the field. Therefore, the researcher was described the data in tabular form and after that, it was be seen where the students' difficulties are based on the results of the descriptive analysis conducted by the researcher. In this section, the researcher was described two research questions, namely aspects of students' difficulties, including "grammar accuracy, spelling word correctly, punctuation, and organization of text" and the causes of students difficulties, including "psychology difficulties, linguistic difficulties, and cognitive difficulties. The description of this research will be describes as follow:

a. Aspects of Difficulties

In describing the types of difficulties, the researcher was summarized several expert opinions about the types of students' difficulties. Based on the aspect, the researcher focused on examining students' difficulties in terms of grammar accuracy, spelling words correctly, punctuation, and organization of the text. Therefore, researcher was described the results of the students written. The description as follow:

Table 4.1: *The Descriptions of aspects Students' Difficulties in Writing Analytical Exposition Text.*

No	Name of Students	Types of Students Difficulties											Comments	
		Grammar Accuracy			Spelling Word Correctly			Punctuation			Organization of Text			
		C1	C2	C3	C1	C2	C3	C1	C2	C3	C1	C2		C3
1	AS	2	2	3	2	2	2	1	2		1	2	2	
2	AF	3	2	2		2	2			1	2	3	1	
3	AYF	10	2	10	2	1	1	1		2	2	3		
4	AP	5	3	7					3					
5	DS	3	4	2	2		2	2			3		4	
6	DS	5	2	3	1		4	4		4	2		3	
7	DA	4	1	3	3	3	1	1	2	1	3	3		
8	DD	3	2	5	4	2	1	1	4	1	5	2		
9	EH	6	3	4	2	3		4	1	1		3	5	
10	EA	5	2	4	1	3	2	1		4	2		5	
11	FI	5		2				2			3			2

12	HPR	4	3	10	4		4			2			
13	JKS	6	2		2		2		2		3	2	2
14	LA	10	4			1			1			2	5
15	MA	7	2	2		2	1	2		2		2	2
16	MA	7		2	1		2	1	2		3		2
17	M	8	2	2	3	2		2	2			4	4
18	NA	5	2	5		1			3			5	2
19	NS	8	4			2		2	1		3		
20	RA	3	4	6		8		1		2	3	2	
21	RA	4	7			1				3	3		4
22	SN	3		4		2		1		2	4		1
23	SAV	7	3	6		3		1	2		2	2	1
24	SKS	6	3	2		3			2		3		3
25	YZ	7		5		4		2			4		4
Total		279			98			88			125		

According to the data descriptions from the aspects of students' difficulties in writing analytical exposition text, mostly the students' difficulty in grammar accuracy could be seen from the table 4.1, there were 279 mistakes that was students made on her text and after that was continued by the aspect of organization of text, there were 125 mistakes on the text of the students made. Furthermore, in the aspect of spelling word correctly there were 98 mistakes made by students and the last aspect was punctuation where students made the fewest mistakes there were 88 mistakes. Thus, from the previous descriptions, it could be seen that the most mistakes were grammar, then organization of text, spelling word correctly and finally punctuation. The description of the data before will be discussed in the data analysis of this research.

On this data description, the researcher had described the causes of students' difficulties in writing analytical exposition texts. The researcher used the theory from Bryne, which stated that the causes of students' difficulty in writing a text could saw from 3 categories, namely psychological difficulties, linguistic difficulties, and cognitive difficulties. The researcher choose ten students in IPA 1 Class to be an interviewee for this research because from the students written could be seen that ten students who has the difficulties in making the analytical exposition text and the English teacher also recommended to choose this students. Thereafter, the researcher also conducted interviews with the English teacher who taught in the class. There were ten interview questions for students and English teacher too, the question of interview had the purposes to knowing the causes of students' difficulties in writing the text.

b. The description interview of students

The causes of students' difficulties in writing analytical exposition text, including psychology difficulty which includes students' ability and understanding of text, linguistic difficulty includes grammar and vocabulary in writing and the last cognitive difficulty includes students' habits and frequency of repeating learning. Hence, the descriptions of these causes can be described as follow:

Table 2: *The description of the causes of students' difficulties in writing*

No	Name of Students	Causes of Difficulties			Comments
		Psychology Difficulties	Linguistic Difficulties	Cognitive Difficulties	
1	DS	4	3	3	
2	RF	4	3	3	
3	RA	4	3	3	
4	NAZ	2	4	4	
5	DS	3	4	3	
6	FI	3	4	3	
7	MA	1	7	2	
8	SAF	3	6	1	
9	DF	3	4	3	
10	AS	3	5	2	
Total		30	43	27	

From the table of description above including ten interview questions for interviewee who asked about the three points that were useful for researcher to get data on the causes of students' difficulties in writing analytical exposition texts. Afterwards, from some of interview questions that were researcher made to know the causes of students' difficulties in writing analytical exposition, there were different answers for each student. Therefore, the researcher made a table to classify the student's answers at which point. After the researcher did description to interview the students', the researcher found out that mostly the student difficulties causes on linguistics difficulties as evidenced by the 43 reasons of difficulties by students felt in writing a text and then on psychological difficulties were includes 30 reasons of students difficulties and finally on cognitive difficulties were includes 27 reasons of difficulty. These difficulties were known from students' answers in interview questions.

c. The description interview of English teacher

The researcher also did an interview with English teacher who taught at second grade of IPA 1 class to get more accurate data. The researcher asking ten questions of interview related to the three indicators of the causes of difficulties in writing analytical exposition text namely: psychological difficulties, linguistic difficulties, and cognitive difficulties. The researcher was asking an English teacher gave the information related to the students' about the cause of students' difficulties in writing analytical exposition.

According to the data descriptions from interview with consist of three indicators they were: psychological difficulties, linguistic difficulties and cognitive difficulties. The description as follow:

There were ten interview questions, the English teacher said that the causes of students difficulties in writing analytical exposition mostly in comprehend the used of grammar and had limited vocabulary (linguistic difficulties) because of that the students could not write the text well. Thereafter, teacher said that the students did not understand with analytical exposition (psychology difficulties) as developing a paragraph of this text such as: when the teacher asked them to write analytical exposition, the

students had low ability in developing sentences because of lack of knowledge about this text and when developing a text between arguments and topics were often unrelated. After that, the teacher also stated that students rarely write (cognitive difficulties) the analytical exposition text because they had difficulty in making a paragraph and these materials were new to them.

In conclusion, the teacher stated that the cause of students' difficulties in writing analytical exposition mostly from linguistic difficulties, then in psychology difficulties and the last was cognitive difficulties.

2. Data Analysis

In this point, the researcher was discussed about the data analysis of this research. The researcher analyse two research questions, namely aspect of students' difficulties in writing analytical exposition and the causes of students' difficulties.

Discussion

This research was to complete two research questions they were "what aspect of students' difficulties in writing analytical exposition text and what the cause of students' difficulties in writing analytical exposition text". Based on the data description and data analysis from findings there were 25 students took for writing test, 10 students and an English teacher took for interviewed. There were four types of difficulties in writing namely "grammar accuracy, spelling, punctuation and organisation of text" based on the theory from Jack Richard and Willy, Nurgiantoro, Brown and Heaton. The cause of students' difficulties in writing includes three indicators namely: psychological difficulties, linguistic difficulties and cognitive difficulties based on the theory from Don Bryne. The researcher explained the data which was gotten from the writing test and interview with the students at second grade of MAN 1 Pasaman Barat, focus on XI IPA 1 Class.

CONCLUSION

Based on the finding of students' difficulties in writing analytical exposition text, it can be concluded that there are many students who felt difficult to make the analytical exposition text. It can be seen from the collecting of the data from writing test and interview at the second grade of MAN 1 Pasaman Barat. The aspect and the causes of students difficulties in writing can be conclude as follow: The aspect of student difficulties in writing by the second grade of MAN 1 Pasaman barat are grammar accuracy, spelling word correctly, punctuation, and organization of text. The type of students' difficulties that is mostly done by students was formulated of grammar accuracy and continued with organization of text, spelling word correctly and the least amount of difficulty was punctuation. There were some causes of students' difficulties in writing analytical exposition text. They were psychological difficulties, linguistic difficulties, and cognitive difficulties. Firstly, in psychological difficulties the students difficulties were caused by their intelligence, comprehend, feeling anxiety and selves restricted.

Secondly, in linguistic difficulties students difficulties in writing was caused by grammatical form and lack of vocabulary which are unnoticed by the students in writing the analytical exposition text. lastly, is cognitive difficulties where the students difficulties was caused by custom or relate to learning in English, conceptualization, motivation, and custom or habit in writing analytical exposition text. The most the students' difficulties in writing were linguistic difficulties. Based on the data description and analysis data, mostly students were difficulty in grammar and vocabulary. So, the students were felt difficulties to make the analytical exposition.

REFERENCE

- Anita, A. S., & Kardena, A. (2021). the Effect of Using Powtoon Toward Students' Motivation in Writing. *ELP (Journal of English Language Pedagogy)*, 6(1), 1–13. <https://doi.org/10.36665/elp.v6i1.369>
- Bestiara, Arifmiboy, & Lismay, L. (2021). the Students ' Perception of Teachers ' Basic Teaching. *ELP (Journal of English Language Pedagogy)*, 6(2), 1–9. <https://www.ojs.fkipummy.ac.id/index.php/elp/article/view/392/228>
- Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students' difficulties in academic writing class: Students' perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135–149. <https://doi.org/10.24071/llt.v1i2.2966>
- Febri Yanni, S., & Safitri, L. (2021). an Analysis of Syntactical Errors in Students' Writing At 11 Th Grade Ma Mualimin Muhammadiyah Boarding School Sawah Dangka. *English Journal of Indragiri (EJI)*, 5(1), 112–125.
- Irwan, A. F., Syafei, A. F., & Marlina, L. (2018). Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padaing. *Journal of English Language Teaching*, 7(1), 170.
- Minanda, N., Eliza, E., & Dewi, M. P. (2020). Students' Pragmatic Awareness in Comprehending Written Discourse of English Department of Iain Bukittinggi. *ELP (Journal of English Language Pedagogy)*, 5(2), 35–44. <https://doi.org/10.36665/elp.v5i2.320>
- Putri, H. P. (2019). The Students' Religion Attitude: A Pattern of Pesantren Ramadhan for Senior High School Students. ... of Research in Islamic Education, 1(2). <https://www.journal.iainnumetrolampung.ac.id/index.php/jrie/article/view/637>
- Reski, R., Nurhaspia, N., Uswatunnisa, U., & Adawiah, R. (2021). Analysis of Students' Ability in Writing Analytical Exposition Text. *LETS: Journal of Linguistics and English Teaching Studies*, 3(1), 23–30. <https://doi.org/10.46870/lets.v3i1.88>
- Warry Octaviana, D. (2001). *THE CAUSES OF EFL STUDENTS' DIFFICULTIES IN WRITING ENGLISH* Dwi Warry Octaviana Sekolah Tinggi Keguruan dan Ilmu Pendidikan Garut. 1.
- Wibowo. (2013). Improving Writing Skill by Using Process Writing Approach for Garde X Students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/2013. *Yogyakarta State Uniersity*, 15.
- Wijayanti, K. K. (2020). *Students ' Performance in Writing English Exposition Text of the Eleventh Graders of SMAN 13 Jakarta*. 1(1), 2.