

## ANALYSIS OF THE STUDENTS' WRITING DIFFICULTIES OF ANALYTICAL EXPOSITION TEXT AT XI GRADE OF MA MIFTAHUL HUDA SUNGAI LUAR

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### ABSTRACT

The purpose of this research is to know the students' writing difficulties of Analytical Exposition text at XI grade of MA Miftahul Huda Sungai Luar and the most dominant the students' writing difficulties Analytical Exposition text at XI grade of MA Miftahul Huda Sungai Luar. This research was achieved by conducting a descriptive quantitative study. The total population of this research was 51 students. The sample of this research was 51 students of eleventh-grade students of MA Miftahul Huda Sungai Luar. The researcher used total sampling to take the sample. The researcher gave a questionnaire to collect data. The questionnaire consists of 15 statements based on Writing Difficulties indicators. The questionnaire was using the Likert Scale. This questionnaire revealed that students' writing difficulties in analytical exposition text rely on high category, with 77.88%. The most dominant of the students' writing difficulties of Analytical Exposition was difficulty in developing ideas in long sentences. It means that they are difficulties in physiology with the average was 79.14% with high category. Based on the research results, the researcher concluded the Students had high difficulties Writing Analytical Exposition texts. They need to improve themselves to become easy to develop ideas in long sentences. The teacher's role is essential to guide them to be easier to develop ideas in long sentences.

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

### INTRODUCTION

English is a language widely used in various countries so that it becomes an international language in various aspects, one of which is in the world of education. Being able to write in English also widens one's horizon in communicating globally. Writing is one of the essential parts of skills besides speaking, reading, and listening. It is the last skill that we must learn after we learn all the language skills. It is a skill that is required in written communication. The students must be able to express their idea. In

this section, the writer focuses on writing skill. It is one of the language skills that should be taught besides other skills. It is regarded as a productive skill it aims at assisting students in expressing their idea written. Harmer (2004: 31) views that writing can motivate students to focus on using language and make them think that helps them accomplish problems written by the writer into their minds. In brief, writing is the knowledge that knows what is on the mind and then poured into written form. It is a personal or group act used to express ideas, thoughts, feelings, messages, and information through written language symbols.

In writing, there are kinds of texts; one of them is Analytical Exposition. Hartono (2005: 6) defines that Analytical Exposition text convinces the reader about the phenomenon. Analytical Exposition text focuses on human and non-human, using modulation and modality, using conjunctive temporal relation, using verbs and nouns as reasoning expressed, using material mental process and relation.

MA Miftahul Huda is one of the Senior High schools that use the 2013 curriculum (K 13). The K 13 curriculum, especially the subject of English, has four skills. They are reading, writing, listening and speaking skills. In this study, the researchers will focus on writing. The researcher found some problems about students' difficulties in writing Analytical Exposition. The first students mostly are challenging to organize the idea. Some students in one paragraph have many ideas, and the idea is still unsure even some paragraphs are only written in one sentence. It makes the idea is not good. Second, the students are unable in grammar. Grammar is very influential in writing so that it can form the correct sentence. Third, the lack of vocabulary makes it difficult for students to choose the right words when writing analytical exposition text. The fourth difficulty students related punctuation spelling and capitalization. This difficulty can affect the maxims of the sentence and make the reader confused with the meaning of the sentence made.

## **LITERATURE REVIEW**

### **Writing**

Learning English cannot be separated from writing. Writing is one of the four language skills besides listening, speaking, and reading. Harmer (2004: 31) defines that writing as remote to produce language and express thought, feeling, and opinion.

Furthermore, he said that writing is a process in what people write is often severely be effected by the constraints of kinds, and then these elements have to be present in learning activities.

Based on definition above, the researcher concludes writing is activity to share idea or opinion in arranging words, phrase, sentence even essays which grammatically correct and appropriate with is purpose. Writing is the process of describing a language so that message conveyed by the writer can be understood by the reader. It also interesting activity and also creative process and good writers must learn to communicate their ideas.

### **Writing Difficulties**

According to Bryne (1998) in Pratiwi (2016: 5) consists the problems that make writing difficult into three classify :

1. Difficulty in linguistic

Kinds of linguistic are like grammar, vocabulary, language use, and choice of sentence.

2. The second difficulty in physiology

It focuses on the writer's difficulty because it has no interaction from the reader when they write. The target of this difficulty is the development of written language or content of the composition.

3. Difficulties in cognitive

Writing must go through formal instructions, namely spelling, punctuation, capitalization, and paragraphing.

So the researchers conclude that in learning English, especially writing, the students find it difficult to write. As students progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop specific basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning.

**Analytical Exposition**

Analytical Exposition is one kind of text that students learn in Senior High School. Bashir (2017: 47) defines that an Analytical Exposition text evaluates a topic critically but focuses only on one side of an argument. In your life, you have tried to persuade anyone on a certain issue to argue relentlessly about something with someone, then you have used an exposition. The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in conclusion. Based on the theories above, the researcher concludes that analytical exposition is a text that elaborates one side of the problem in the author's argument.

**RESEARCH METHOD**

This research is descriptive. That is located on Parit Penghulu Jantan Street. The total of students in the eleventh grade of MA Mifthul Huda is 51. So, the population in this research is 51 students. To take a sample, the researcher will use total sampling. According to Arikunto (2006: 130), the population is all subject will be the research. The sample in the research is the whole of the population. The sample was taken based on a total population of less than 100. According to Sugiono (2014: 215), the sample is a passage of the total and characteristics that the population has.

In this research, the researcher uses a questionnaire as an instrument guide. To analyze the questionnaire, the researcher will use the Likert Scale. A Likert scale will analyze the answer to each item in the instrument. It has gradation starting from one until five which form of words, are:

- |  |     |
|--|-----|
| a. Strongly Agree / Sangat Setuju          | : 5 |
| b. Agree / Setuju                          | : 4 |
| c. Undecided / Kurang Setuju               | : 3 |
| d. Disagree / Tidak Setuju                 | : 2 |
| e. Strongly Disagree / Sangat Tidak Setuju | : 1 |

Determining scoring of Likert Scale according to Sugiono in Lorika (2018: 31)

The formula is :

$$T \times Pn$$

Notes: T = the total respondent who chose Likert Scale level

Pn = the choice of Likert scores

According Sugiono in Suziyanti (2016: 17) the formula is:

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

Notes : P = Percentage

F = Frequency of Score

N = Number Population

The following of the result of this technique should be interpreted in percentage categorized, according to Arikunto in Suziyanti (2016: 17) as follow:

76%-100% = High

56%-75% = Fair

40%-55% = Less

0%-39% = Low

## FINDINGS AND DISCUSSION

The result of the questionnaire the students' writing difficulties of Analytical Exposition text at XI grade of MA Miftahul Huda Sungai Luar based on the statements in descriptive analysis. The result of statement No. 1 shown frequency 85.10% with high category, statement No. 2 shown frequency 76.47% with high category, statement No. 3 shown frequency 83,53% with high category, statement No. 4 shown frequency 74.51% with fair category, statement No. 5 shown frequency 80.40% with high category, statement No. 6 shown frequency 80% with high category, statement No. 7 shown frequency 69.80% with fair category, statement No. 8 shown frequency 72,16% with fair category, statement No. 9 shown frequency 81.18% with high category, statement No. 10 shown frequency 75.67% with fair category, statement No. 11 shown frequency 72.55% with fair category, statement No. 12 shown frequency 80% with high category, statement No. 13 shown frequency 79.61% with high category, statement No. 14 shown frequency 78.43% with high category, statement No. 15 shown

frequency 78.82% with high category. The Result of Each Indicator it can be seen in the table below.

**Table 1 The Result of Each Indicator**

| No | Indicator                | Items No. | Percentage | Average | Category |
|----|--------------------------|-----------|------------|---------|----------|
| 1. | Difficulty in linguistic | 2         | 76.47%     | 77.57%  | High     |
|    |                          | 3         | 83.53%     |         |          |
|    |                          | 10        | 75.67%     |         |          |
|    |                          | 11        | 72.55%     |         |          |
|    |                          | 13        | 79.61%     |         |          |
| 2. | Difficulty in physiology | 1         | 85.10%     | 79.14%  | High     |
|    |                          | 6         | 80%        |         |          |
|    |                          | 8         | 72.16%     |         |          |
|    |                          | 12        | 80%        |         |          |
|    |                          | 14        | 78.43%     |         |          |
| 3. | Difficulty in cognitive  | 4         | 74.51%     | 76.94%  | High     |
|    |                          | 5         | 80.40%     |         |          |
|    |                          | 7         | 69.80%     |         |          |
|    |                          | 9         | 81.18%     |         |          |
|    |                          | 15        | 78.82%     |         |          |

The students' writing difficulties of Analytical Exposition text at XI grade of MA Miftahul Huda Sungai Luar is statement 1 "I find difficulty to developing ideas in long sentences ". From the questionnaire data, 85.10%, based percentage categorized generally was interpreted as "high". The most dominant the students' writing difficulties of Analytical Exposition text at XI grade is difficulty developing ideas in long sentences. So, the result of research showed that the highest score was in the first statement (I find difficulty to develop ideas in long sentences) was 217 in total score, and the students' writing difficulties of Analytical Exposition text at XI grade of MA Miftahul Huda Sungai Luar. Then, the result from the dominant indicator is difficulty in physiology in indicator 2 the average was 79.14% with high category. It can be

concluded that the result from the whole of the statement was 77.14%, with a high category.

## **CONCLUSION**

Based on the result of this research taken from 51 students at the eleventh grade of MA Miftahul Huda Sungai Luar, it concludes that the result of students writing difficulties of Analytical Exposition text is having difficulties. Based on each indicator, it was found that the dominant of three indicators is the second indicator that is having difficulty in physiology by the average was 79.14% with high category. The researchers concluded that eleventh-grade students of MA Miftahul Huda Sungai Luar had high difficulty developing ideas in long sentences to writing Analytical Exposition text.

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