

**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN WRITING ANALYTICAL EXPOSITION TEXT
AT SECOND GRADE OF MAS AL - IMAN PONOROGO**

THESIS



By

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ABSTRACT

Ariani, Resti. 2023. *An Analysis of Students' Difficulties in Writing Analytical Exposition Text at Second Grade of MAS Al-Iman Ponorogo.*

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Analytical exposition is a text that elaborates the writers opinion on phenomena/issue, without persuading the readers to do something. In writing analytical exposition text writers must be knowledgeable about the issue. Writing analytical exposition text by students eleventh grade MAS Al – Iman Ponorogo has several difficulties in writing analytical exposition text. there are some students difficulties to arrange the text, spell word correctly, and organizing the idea.

The purpose of this research was to find out the factors that cause a student difficulties in writing Analytical Exposition Text at MAS Al - Iman Ponorogo and alternative solutions for students have difficulties in writing analytical exposition text at eleventh grade of MAS Al - Iman Ponorogo.

This research applied descriptive qualitative design. It was conducted to the eleventh grade students of MAS Al - Iman Ponorogo academic year 2022/2023. The data were collected by observation, interview, and documentation. The researchers used interviews to find out the factors causing students difficulty in writing analytical exposition text and alternative solutions for students having difficulty writing analytical exposition text. The researcher also used observation to observe the students conditions in the classroom and used documentation to get additional data. The data were analyzed using three steps of data analysis technique by Miles and Huberman namely data reduction, data display, and conclusion and verification.

The results of this research showed that the factors causing students difficulties in writing analytical exposition text encountered three major problems: cognitive, linguistic, and psicological problems. Cognitively, most students have limited knowledge of the topic, problems with the structure of the text, the mechanism for capitalization, punctuation, and spelling, and difficulties in sharing ideas due to limited English vocabulary. Linguistically, students frequently encounter the two most challenging areas: vocabulary and grammar. Psicologically, students often foud difficulties starting writing, lack of interest, laziness, and confusion in deciding sentences structures. From several existing factors, the researcher found several alternative solutions to overcome students` difficulties in writing analytical exposition text. In addition, students must increase their practice of writing texts in English so that their ability to increase their ability to master vocabulary, grammar and structure of text.

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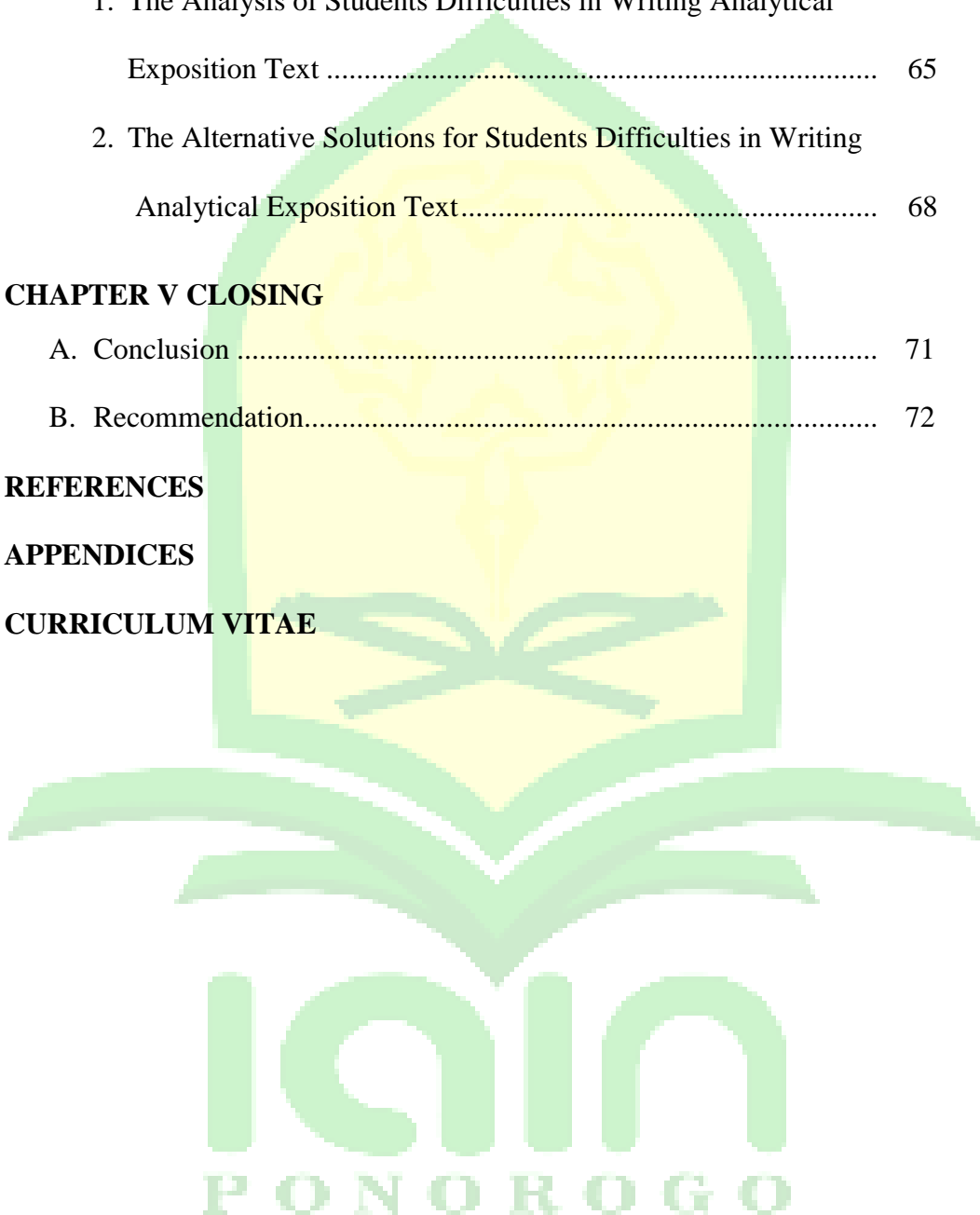
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CHAPTER I

INTRODUCTION

A. Background of the Research

Learning English is one of prerequisite to be able to successfully participate in many academic and cultural activities, trade, technology, and also worldwide communication. Therefore, English has become one of the most important subjects in educational system in Indonesia.¹ In learning English, students should master four basic skills; there are speaking, listening, reading and writing. Siahaan stated that there are four basic skills that must be mastered. They are listening, speaking, reading, and writing”.²

Writing is one of the most important skills to be mastered by students of English as a foreign language (EFL). In studying English as a foreign language, writing is one of the productive language skills. Because when people start writing, they do not only write all their ideas. They need to convey and organize their ideas into a readable text that has some meanings. They have to think how to make their ideas can be understood easily.

Writing is a process of transferring ideas into written form that is understandable. In addition, Brown states “writing is a process of thinking” this idea is supported by Nunan which also explains that “writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing,

¹ Ahmad and Riyaz Syaik, “Importance of English Communication Skills, International Journal Of Applied Research, Vol. 2, Issue. 3, (2016): 478-480, ISSN 2394 – 7500.

² Sanggam Siahaan, Issues in Linguistics, (Yogyakarta: Graha Ilmu, 2008), p.215

and arranging the ideas into statement and paragraph clearly”.³ It is because writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good sentences.

In addition, Elbow in Brown also says that writing is a two step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.⁴

There are twelve genres that are taught to senior high school students. Those are discussion, news item, information report, anecdote, review, descriptive text, recount text, narrative text, procedures text, explanation text, and exposition text. The researcher focused on exposition text which is taught in the second year of high school.

According to Coffin in Putri states that analytical exposition text is the text which is used to put forward a point of view or an argument.⁵ While Mali-

³ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New-York: Longman.

⁴ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Addison Wesley Longman.p.336

⁵ Coffin, P. (2013). The impact of the implementation of the PBL for EFL interdisciplinary study in a local Thai context. *PBL Across Cultures*, 191.

Jali said that the social function or the purpose of the analytical exposition is to argue and give reasons for particular point of view of an issue.⁶

Analytical exposition is a text that elaborates the writer's opinion on phenomena/issues, without persuading the readers to do something. This text will only persuade the readers that the phenomena/issues, are important worth it to be discussed by providing the argument/opinions to support the topic. Because analytical exposition text contains the thoughts of the author about things that happen around him, whether objects, events, or places.

Analytical exposition is one of the texts which is recommended to be taught at Senior High School. The communicative purpose of analytical exposition text is to argue that something is the case. It is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed.⁷ Analytical exposition text is a text that elaborated the writer's idea, point of view argument about a problem surrounding.⁸ According to Anderson, analytical exposition is a piece of text that presents one side of an issue.⁹ In writing analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding.

Writing analytical exposition text made by the students of MAS Al – Iman Ponorogo focused on eleventh grade of IPA III class. The crucial mistakes in the class is there are some students difficulties to arrange the text

⁶ Mali, Jali Nomfundo. (2007). A Genre-Based Approach to Writing Across the Curriculum in Isixhosa in The Cape Peninsula School.

⁷ Illusia, Stevanus Buan, Zainal Arifin, The Implementation of Kwl Strategy To Improve Students' Reading Comprehension On Analytical Exposition Text. <https://media.neliti.com/media/publications/215343-the-implementation-of-kwl-strategy-to-im.pdf>,

⁸ Maria Gina Veneranda, Teaching Learning Reading Comprehension on Analytical Exposition Text By Using Multipass Strategy, Tanjungpura University Pontianak 2014

⁹ Mark Anderson and Anderson Kathy, Text Type in English (South Yarra: Mackmillan, 1997), p.123.

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 MAS AI – Iman Ponorogo.

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 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 currently¹⁰ The problems also find students who have some difficulties in writing analytical exposition text is because they are still difficult in write the text. It is about they determine about the text, less of words, and determine the grammar that they want to use to compose a text.

Based on explanation above, the researcher is interested to know what factors that cause students difficulties in MAS AI – Iman Ponorogo. Therefore to find out the reason why students feel difficult when writing analytical Exposition text, the researcher will conduct this research by choosing a title "An Analysis of Students' Difficulties in Writing Analytical Exposition Text at Second Grade of MAS AI – Iman Ponorogo."

¹⁰ Irwan, A. F., Syafei, A. F. R., & Marlina, L. (2018). Analisis Teks Eksposisi Analitis di Departemen Bahasa Inggris Universitas Negeri Padang. *Journal of English Language Teaching*, 7(1), 169-176

B. Research Focus

The research focuses to find out the factor caused student difficulties and the alternative solutions in writing analytical exposition text at second grade at MAS Al – Iman Ponorogo.

C. Statement of the Research

1. What are the factors that caused the students' difficulties in writing analytical exposition text at second grade at MAS Al – Iman Ponorogo?
2. What are the alternative solutions for difficulties in writing analytical exposition text to teachers and students at MAS Al – Iman Ponorogo?

D. Objective of the Research

1. To find out the factor caused students difficult in writing analytical exposition text at second grade in MAS Al – Iman Ponorogo.
2. To find out the alternative solutions for difficulties in writing analytical exposition text at second grade in MAS Al – Iman Ponorogo.

E. Significance of the Research

The finding of this research is expect to given contribution theoretically and practically, those are:

1. Theoretical Significance

The result of this study are expect to be input in practicing and learning process especially for knowing the students difficulties in writing analytical exposition text.

2. Practical Significance

a. For the Teachers

The researcher hopes that this study can give some suggestion for classroom interaction in English class especially in writing skill. The teacher should realize there are some students have difficult in writing English. For this reason, the teacher should be able to face the students' difficulties by applying interesting and creative learning in English writing class.

b. For the Students

The findings of this research hopefully can be used to help students, particularly the students of MAS Al – Iman Ponorogo to overcome their difficulties in writing English.

c. For the Institution

Institution will receive useful information about students difficulties in writing English as a foreign language. The information will help to design effective teaching methods that can help to improve students motivation and reduce difficulties language and also to create less bored learning atmosphere.

d. For the Readers

The researcher hope to give contribution to readers, particularly students and teacher of MAS Al – Iman Ponorogo itself to be input in practicing and learning process especially for knowing the students difficulties in writing English at second grade in MAS Al – Iman Ponorogo.

F. The Scope of the Research

To make the readers know and understand the reaserch content easily these are the research organization:

Chapter I, This chapter explain about the background of the study, the reason conducting this research. Introduction also consist of research focus, statement of the problem, research objective, significance of the study and organizations of the study.

Chapter II, This chapter consist of the previous study and some supporting theories about definition of writing, writing focus, writing difficulties, analytical exposition text and other teories related to the research.

Chapter III contains research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and research procedure.

Chapter IV, This chapter includes the research finding and discussion which is present the data. The data that will appear are the description of MAS AI – Iman Ponorogo, like the location, the structure of an organization, vision and mission, the list of teacher and the list of students ar participant of this study. It is also contain the information about data that will analyze by the researcher. Therefore, the result of the research based on data will appear in this chapter clearly.

Chapter V This chapter confirm the conclusion of the research and the suggestion for the further study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching and Learning English as a Foreign Language

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling.¹¹ While Hornby states that language is human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.¹² It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.¹³ It means that teacher have to make the students feel comfort and interest in studying subject especially English by using a creative technique so the students will focus on learning process. The conclusion of explanation above, it is clear that by learning English students

¹¹ Michael Agnes, Webster's New World College Dictionary 4th Edition, (Canada, Wiley Publishing, 2002), p.805

¹² A.S Hornby, Oxford Advanced Learners Dictionary, (Oxford: Oxford University Press, 1987), p.437

¹³ H. Douglas Brown, Teaching Principle of Language and Teaching, (San Francisco, Practice Hall Regents, 1994), p.7

are expected to be able to apply their English skill for International communication. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

In Indonesia, English is a foreign language that is not used for daily communication but in formal situations, conferences, or even business activities involving countries in the world. Foreign language learners square measure at an obstacle as a result of which they are encircled by their native communication and should search for stimulation within the target language.¹⁴ However, Indonesian learners will find it difficult to understand and use the foreign language because they are obstructed by an environment that is less supportive of using the foreign language they desire. Therefore, Indonesian learners need at least a stimulus to support the use of a foreign language in their environment.

Harmer states that EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people.¹⁵ Brown says those foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom.¹⁶ EFL is

¹⁴ Baker, S., & MacIntyre, P. (2000). The role of gender and immersion in communication and second language orientations. *Language learning*, 50(2), 311-341.

¹⁵ Harmer, Jeremy. (2007). *The Practice of Language Teaching Teaching*, Fourth Edition. Pearson Longman: Harlow.

¹⁶ Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

prepared for the students in the specific time or events. Using English for international communication, especially on the internet, means that our students are in fact part of a global target-language community. They are prepared to communicate by using English as global language in the future. Because English becomes powerful influence in daily life, finally learning it since early age is needed.

2. Writing

a. Definition of Writing

There are many definitions about writing. Writing may be defined as the tools to give information for person by written text. According to Sokolik as cited in Linse writing is a combination of process and product.¹⁷ The process means the act of collecting ideas and working with them until they are presented in the polished manner and comprehensive to the reader. In this case, writing allows the students to conduct some processes which will create a product in a comprehensive and cultured manner to the reader itself.

Moreover, Harmer mention writing is progressive activity because writing contains of several step that must doing by writers.¹⁸ Based on the explanation, the steps of writing often come naturally as follows: build your idea, write your idea on the paper, revise your writing and edit your writing. Therefore, writing is never a one-step action but it is process that has several steps. In short, writing is an

¹⁷ Sokolik, M. (2003). Writing. In Nunan, D. (Eds), Practical English language teaching (PELT), (pp. 87-88). New York: McGraw Hill

¹⁸ Harmer, Jeremy. (2005). How to Teach English: An Introduction to the Practice of English Language Teaching. Essex: Longman

activity which is beneficial for many people. It has several steps that must be done by the writer for example: looking for the idea (good idea), writing down the idea on the paper, revising the idea which has been written on the paper and so on.

Based on these statements above, writing skill will be easy if the students learn a lot. Sometimes, the students feel difficult in writing and lazy to practice, they are considered that writing not important to their life. Therefore, teacher should make more variations, creative and give motivation to the students that writing is important and give exercise to students in order they are will get a good writing competency.

b. Aspects of Writing Skill

There are has micro and macro in writing skill. Brown mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language.¹⁹ Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement, expressing a particular meaning in different grammatical form, using cohesive devices in written

¹⁹ Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

discourse and using the rhetorical forms and conventions of written discourse.

In the other hand, the macro skills of writing cover some other aspects, namely; accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In this case, there are many aspects of writing that must be mastered by students, such as central idea, organization, supporting material, expression, word choice, point of view, spelling, grammar and the last is punctuation. The student must study hard about all of aspects of writing. By mastering all of aspects of writing students can get the maximal score of writing project. In addition, the skills of writing must be introduced in every stage of writing composition. This will enable the students used to writing more effectively by using and obeying those aspects of writing.

c. Difficulties in Writing

Difficulties in writing can be overwhelming to students education. Students are increasingly expected to express what they

know about many different subjects through writing. According to Levine as a cited in Nathan identifies the following writing difficulties face by the students.

1) Attention Problem

Students who have problems with attention may be inattentive and impulsive. There are five aspects related to attention problem, namely: difficulty getting started on writing assignments, easy distractibility during writing tasks, mental fatigue or tiredness while writing, inconsistent legibility in writing, uneven writing tempo, many careless errors, poorly planned papers and reports. For example if the students asked by the teacher to write about certain topic, they are going to explain another topic instead.

2) Spatial Ordering Problem

Students who have problems with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem includes poor use of lines on the paper, organizational problems, uneven spacing between letters, and many misspelled words. For example the students want to write the sentences there are many students join to exchange program, yet they write join to with “jointo” instead.

3) Sequential Ordering Problem

Students who have problems with sequential ordering have difficulty putting or maintaining letters, processes, or ideas in order. A sequential ordering problem consist of 4 aspects including poor letter formation, transposed letters and spelling omissions, poor narrative sequencing, and lack of transitions. For example: the students do not give the transition such as: besides, however, also and etc which is very important within sentence.

4) Memory Problem

Since there are many writing processes need to be automatic, active working memory is critical. Student may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. These problems are poor vocabulary, many misspelled words, frequent capitalization, punctuation, and grammar errors. For example the students cannot differ between simple present tense and simple past tense.

5) Language Problem

Good writing relies on a student's language abilities. Some students may have some language problems, for example; poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, trouble reading back what is written, difficulty with word sounds, spelling, and meanings. For example:

the students who have lack of vocabulary, they are going to write using simply vocabulary and they will not develop their writing.

6) Higher-Order Cognition Problem

Children who have difficulty with higher-order cognition are often unable to use writing to present argument or convey sophisticated or abstract ideas, this is because of difficulty in developing and organizing ideas, lack of opinion or sense of audience, and difficulty with writing tasks that require creativity and/or critical thinking. For example: the students who are given social topic by the teacher, they cannot give their argument about the topic.

In summary, it is important to remember that many students make mistakes or experience problems as part of the process of becoming better writers. They may reverse words, spell poorly, or have difficulty producing their thoughts in writing, or exhibit other of the signs above. As in any academic area, teachers have to watch carefully and try to understand an individual strengths and weaknesses to ensure progress.

d. Factors affecting Writing Difficulties

There are some factors that affecting students difficulties in writing. According to Al-Khasawneh as a cited in Adas indicated that there are some factors that affecting writing difficulties, namely:

1) Teaching method and environment

Teaching method and the environment is the first factors which influencing the students difficulties in writing. Teachers' methods in teaching English included the medium of instructions, using Indonesian in English classes, writing done in Indonesian, teachers low proficiency in English, and lack of writing practice in educational institutions. Moreover, many learners use their mother tongue during their English class, therefore there is no English environment in English classes that cause the students still have difficulties in learning English.

2) Limited vocabulary of English language learners

Since the students lack of vocabulary, therefore the students end up repeating the same words, English language learners do not use developed spelling and their written texts are restricted to words which they know.

3) The students writing is difficult to understand because of the ill-

structured sentences in composition. The students cannot complete the right sentence. For example: the students do not know which is the subject, verb or adjective. Therefore, they make a mistake in differentiating the word order.²⁰ Some of the theories put forward by al Khasawneh are that there are several

factors that cause difficulties in writing, namely because of the

²⁰ Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.

teaching method, the lack of vocabulary that is mastered by students, and students who find it difficult to compose sentences such as differentiating subjects, verbs, adjectives.

e. The Solution of Writing Difficulties

There are some problems faced by the students in writing task. AlKhasawneh, in his research attempted to investigate the academic writing problems of the Arab Postgraduate students of the College of Business at University Utara Malaysia and to provide solutions to the problems.²¹ In his research, he attempted to find out the solution of some writing problem such as: vocabulary register, organization of ideas, grammar, spelling, and referencing.

According to Al-Khasawneh, there are three solutions to solve the writing problems. It will be described as follows:

- 1) The teacher should play important in improving their academic writing skills. The teacher should correct the students' grammatical error. By doing this, it help to build the students' awareness of types of grammatical error they have made and suggested them to check their errors using grammar handbook.
- 2) The students proposed that teachers should employ multiple teaching techniques in order to improve students academic writing. Using some fun activities like games and scrambled sentences would motivate the students' in learning English.

²¹ Illusia, Stevanus Buan, Zainal Arifin, The Implementation of Kwl Strategy To Improve Students' Reading Comprehension On Analytical Exposition Text. <https://media.neliti.com/media/publications/215343-the-implementation-of-kwl-strategy-to-im.pdf>,

3) The students also proposed that teachers should increase the number of writing tasks. They believe that by doing so, they would strengthen their abilities in academic writing. In this way the students will be required to write some of the academic writing tasks, if these tasks were attached with the teachers' feedback.

It can be concluded, there are three solution of writing problems faced by the students. First, the teachers correct the students' grammatical error in order the students can build their awareness about their problems. Then, the teachers create another technique for teaching. For example by giving games or scrambles sentences which motivate them in teaching learning process. last, the students encourage the teachers to give more writing task.

3. Analytical Exposition Text

Analytical exposition text is a text which discuss about something that happen in society. The writers give their opinion about the phenomena that will be discussed. Refnaldi states that analytical exposition essay is the essay which argues that something is the case.²² Moreover, Priyana et al states that analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both.²³ The topic that will be discussed should be an event that happens recently. Untoro supports this statement, he states that the topic should be related to the recent and important problems happen

²² Adnan, Aryuliva, & Refnaldi (2010) Pengembangan Materi Ajar Mata Kuliah Listening I Berbasis Multi Media Padang: Universitas Negeri Padang. P.217

²³ Priyana, Yuli. (2008). Groundwater (Air Tanah). Surakarta : Fakultas Geografi UMS. P.58

and need to be explored.²⁴ Furthermore, Kartini and Farikah states that analytical exposition presents information, ideas or issues to inform and to persuade the reader or listener.²⁵ So, analytical exposition provides the writer's opinion about something that happens in the society.

The social function of analytical exposition is to persuade the reader with the writer's opinion about an issue. In line with the above statement, Kartini and Farikah states that the social function of analytical exposition text is to persuade the reader that something is the case. Moreover, Refnaldi states that the purpose of this text is to give acceptable and reasonable argument. Furthermore, Dahler and Toruan states that the purpose of analytical exposition text to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case.²⁶ Based on the experts' statements above, the writer can conclude that the social function of analytical exposition text is to give the arguments about the topic that happen recently.

Emilia & Christe; Gerot & Wignell; Humphrey, Droga, & Feez; Martin in Yuliana & Gandana explained that in SFL (systemic functional linguistics) tradition, persuasive writings can manifest in three kinds of genres: (1) analytical exposition, (2) hortatory exposition, and (3) discussion

²⁴ Bambang, untoro. 2016 The Effect of Group Investigation and Learning Style on Students Writing of Analytical Exposition

²⁵ Kartini and Farikah. 2015. "Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University." *International Journal of English and Education*. ISSN:2278- 4012, Volume:4, Issue:3.

²⁶ Dahler and Toruan. 2017. "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." *Lectura: Jurnal Pendidikan* vol.8, no.1

– also known as argumentative text.²⁷ In this way, analytical exposition differs from hortatory exposition in that the former is only concerned with presenting an argument or point of view without requiring the readers to do something.

Next, Emilia & Christe explained that analytical exposition is also different from discussion as the latter argues for a case by presenting two or more viewpoints.²⁸ In short, analytical exposition is a kind of persuasive writing that persuades its audience about the validity of an argument using one-sided perspective. While, Irwan & Syafei mentioned that they are two experts Dahler and Toruan stated that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. It could be concluded that analytical exposition text is one of the kinds of writing genres which require evidence to strengthen the arguments.²⁹

According to the English syllabus, the sociofunction of analytical exposition is to persuade the listener or reader that the idea is an important thing; the generic structures of the text consist of thesis, argument(s) and conclusion or reiteration; the main linguistic elements employed in the analytical exposition are modals, action verbs, adverbs, adjectives, technical terms, general and abstract nouns, and connectives or transition.³⁰

²⁷ Emilia, E., & Christe, F. (2013). *Factual genres in English: Learning to write, read and talk about factual information*. Bandung, Indonesia: Rizqi Press.

²⁸ Ibid.

²⁹ 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), 169–176.

³⁰ Kemendikbud, (2016)

Argumentative essay and argumentation include the same components: claim, reason and evidence. Argumentation is a process when a person supports their statements about a particular topic with examples of their reasoning and supporting evidence.³¹

Argumentative writing is difficult for students in elementary, junior high, and even senior high schools because weak arguments in their paper make it difficult for them to persuade readers.³² Analytical exposition text refers to argumentative writing. Although personal opinions and a contentious or passionate debate are frequently included in argumentative essays, they must be kept in check and moderate to succeed. Furthermore, she elaborated on some features of an argumentative essay are mentioned by They are 1) The topic is up for debate; 2) The thesis makes a reasonable assertion that is supported by data; 3) The opponent is acknowledged and answered; 4) The argument is developed using trustworthy and current evidence; and 5) the writer's argument is developed by using appeals³³

The generic structures of analytical exposition text consists of thesis, argument, and reiteration or conclusion. The thesis introduces the issue that will be discussed. The students must next elaborate the evidence to persuade the audience, known as argument. They develop and support each point/argument in this section. The reiteration is the concluding section, in which they reaffirm their viewpoint. In addition, the analytical exposition text written by the students is scored by the lecturer without specify the

³¹ Fan, Chen. (2019)

³² Ibid.

³³ Anderson (2019)

category of writing analytical exposition text, such as thesis statement, argumentation, organization and writing, and the use of evidence.

Meanwhile the students have to know their ability in writing the category of analytical exposition text. The purpose of conducting this research was to obtain information about the students' ability in writing analytical exposition text viewed from thesis statement, argumentation, organization and writing, and the use of evidence. The result of this research will be able to inform the lecturers about students' difficulties in writing the analytical exposition text.

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. The students can get more information through reading. It is supported by Kirin which states that reading can be resources to elaborate ideas to enhance writing task.³⁴ So, before the students start to write, the students have to be knowledgeable about the issue.

Gerot and Wignell also explained that the generic structures of analytical exposition is organized in three stages:

³⁴ Wilairat, Kirin. (2010). Effects of Extensive Reading on Students' Writing Ability in an EFL Class. akhon Pathom Rajabhat University, Thailand. 286.

a. Thesis

Thesis consists of position and preview. Position introduces topic and indicates writer's position. On the other hand, preview outlines the main arguments to be presented.

b. Arguments

This stage consists of point and elaboration. Point restates main argument outlined in preview and elaboration develops and supports each point.

c. Reiteration

Reiteration is to restate writer's position. Additionally, Gerot and Wignell the lexico grammatical features of analytical exposition are:

- 1) Focus on generic human and non-human participants (car, pollution)
- 2) Use of simple present tense (do, say, think)
- 3) Use of relational processes (it is important)
- 4) Use of internal conjunction to stage argument (firstly., secondly., next..., finally...)
- 5) Use the causal and contrastive conjunction (the cause of an event., because..., but..., nevertheless)

The language features of analytical exposition text consist of several parts. Priyana state that the common grammatical patterns in analytical exposition text include:

- a) General nouns, e.g. ears, zoos;
- b) Abstract nouns, e.g. policy, government;
- c) Technical words, e.g. species of animals;

- d) Relating verbs, e.g. it is important;
- e) Action verbs, e.g. we must save;
- f) Thinking verbs, e.g. many people believe;
- g) Modal verbs, e.g. we must preserve;
- h) Modal adverbs, e.g. certainly we must try;
- i) Connectives, e.g. firstly, secondly;
- j) Evaluate language, e.g. important, significant, and valuable.³⁵

B. Previous Studies

Previous research is an attempt by researchers to seek comparisons and next to find new inspiration for further research on In addition, previous studies helped research to position research and demonstrate the originality of the research. In this section researchers include various previous research results related to previous research want to do, then make a summary, both the research that has been done published or unpublished. Here is research which are still related to the theme the researcher are research.

First, research conducted by Afika Usman, Hilma Pami Putri, Merry Prima Dewi, Genta Sakti, and the title '*An Analysis of Students' Difficulties in Writing Analytical Exposition Text in MAN 1 Pasaman Barat*'. 2022. This research is motivated by the problems of class II students at MAN 1 Pasaman Barat which focus on class XI IPA 1 in writing analytical exposition text. This research method is descriptive qualitative research. The data was taken from

³⁵ Gerot, Linda & Peter Wignell. 1994. Making Sense of Functional Grammar. Sydney: Antipodean Educational Enterprise.

students of class XI IPA 1 MAN 1 Pasaman Barat totaling 25 students. Data collection was carried out through written tests and interviews. In the writing test, students are asked to write an analytical exposition text by choosing a topic that has been determined by the researcher. Then, in the interview, the researcher selected 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 grammatical accuracy was the aspect that most caused students' difficulties in writing.

Second, the research by Rini, Fitriani and Erwin, Pohan and Nana Raihana, Askurny. The title is *'An Error Analysis in Writing An Analytical Exposition Text by Students at SMAN 4 Tanjungpinang 2019.'* The objective of this study is to know whether the students make errors, to find the types of errors the students made, and to explain the most frequent errors made by students in using simple present tense of their analytical exposition text writings. The types of errors in this study is divided into four categories; omission, addition, misformation and misordering. In this study, the researcher used descriptive qualitative method to describe students' errors and analyzed the data by using formula which was done by Keshavarz. The data which was taken from writing test focused on simple present tense students' analytical exposition texts. The subject of this study is the eleventh grade students of SMAN 4 Tanjungpinang.

The findings showed that there are some errors made by the students. After recapitulating the data, the researcher found the students made errors of addition (11 errors or 40%), misformation (9 errors or 30%), errors of omission (6 9 errors or 16%), errors of misordering (5 errors or 14%). The conclusions of

this study are the eleventh grade students of SMAN 4 Tanjungpinang still make all of types of errors in using simple present; addition, omission, misformation, and misordering. The most frequent error that students made is the errors of addition (11 errors or 40%), then it is followed by the errors of misformation (9 errors or 30%), the next is the errors of omission (6 errors of 16%), and errors of misordering (5 errors or 14%).

Third, the research by Nurlatifah, L., & Yusuf, F. N. (2022). The titled is *'Students' Problems in Writing Analytical Exposition Text in EFL Classroom Context.'* 2022. Writing is perceived as the most challenging skill among other productive skills in English language learning. This preliminary study aims at revealing problems encountered by secondary EFL students writing analytical exposition. Employing students' writing and interviews in qualitative manner, second year EFL secondary students in Bandung, Indonesia, were purposefully involved.

Result indicated that students encountered three major problems in writing their analytical exposition; cognitive, linguistic, and psychological problems. Cognitively, most students had limited knowledge of the topic, problems with the structure of the text, the mechanism for capitalization, punctuation, and spelling, and difficulties in sharing ideas due to limited English vocabulary. Linguistically, students frequently encounter the two most challenging areas: vocabulary and grammar. Psychologically, students often found difficulties starting writing, lack of interest, laziness, and confusion in deciding sentence structures. Further 10 discussion of the results is

recommended to take into consideration to determine the appropriate treatment for the follow-up research.

Fourth, the research by Eni Ismayanti, Abdul Kholiq, titled *'An Analysis of Students Difficulties in Writing Descriptive Text'*. 2020. This research aims to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. This research uses quantitative descriptive methods. The research subjects are X MIPA 6 students of SMAN 1 Sukodadi who had difficulties when writing descriptive text, the data of this research are the result of students' worksheet and the students' answer in interview. This research used documentation and interview to collect the data. Data reduction, data display and drawing conclusion was used to analyze the data.

The result of this research shows that the students of X MIPA 6 have difficulty in writing descriptive text, the difficulties are difficulties in generic structure, difficulties in grammar, and difficulties in spelling. While the factors that cause the students' difficulties in writing descriptive text are lack of proficiency in the text production skills, lack of knowledge relating to the subject contents of the script to be written, and lack of interest in learning English.

Fifth, the research by Allieni Harris, Mohd. Ansyar, Desmawati Radjab, *An Analysis of Students Diffiulties in Writing Recount Text at Tenth Grade of SMAN 1 Sungai Limau*, 2014. The starting point of this research was the problem of low student ability. Writing, especially the use of grammar with her SMA N 1 students Sungai Limau flow. The purpose of this study is to see the ability of students Find difficulties 11 encountered in developing text retellings by

students. This survey is a quantitative survey. population This study is Class X SMA N 1 Sungai Limau. technology too Cluster sampling is used to select samples, namely classes X.1 and X.3. The written test served as a tool. student written test data Analyze and interpret using indicators research result. From the results of this survey, students found that: Average score of 2.3 and weak vocabulary. Difficulties encountered were also noted based on the tests carried out When writing the retelling text, i.e. the student's feature.

This difficulty is related to the use of the simple past tense, action. Verbs, Conjunctive Verbs and Pronouns. The cause of this difficulty lies in interlingualism Vocabulary shifts, intra-language shifts, and lack of vocabulary that students have. From this we can conclude that students still face many difficulties. Write appropriate and correct sentences in the recount text acc Applicable Rules. Also, based on the results of this study, Teachers can offer better teaching methods, and so can students. Do more exercises to improve student skills write.

Similarities between the researcher's work and some previous studies were found in the difficulties students face in preparing analytical exposition texts, qualitative descriptive research methods, and data collection using documents and interviews. Where this study differs from some of the previous studies that exist is where the researchers chose. While some previous studies used tests to collect data, the researchers here use observations, documentation, and interviews.

C. Theoretical Framework

Within the framework of this theory, presents material regarding the basis of the theory used, definitions, and its components as well as research objects for makes it easier to limit the related problem from the focus of the research question. Then from the problem does not widen and expand, it is necessary to focus on the theme or this research question which is divided into several main sub-chapters. Sub chapter those are about the theory of writing, difficulties of writing and analytical exposition text.

1. Students Difficulties

a. Definition of Students Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and causes their learning achievement to decline.

According to Djamarah, difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study.³⁶ According to Westwood, difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, sue phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.³⁷

Students primed with a difficulty as importance mindset performed better on a fluid intelligence test (c) and a standardized writing task (better

³⁶ Djamarah, Syaiful Bahri. 2011. Psikologi Belajar. Jakarta: Renika Cipta

³⁷ Westwood, Petter. 2008. What Teacher Need To Now About Teaching Methods. Australia: Ligare

grammatical construction, more relevant content: Oyserman et al.,) than participants primed with difficulty-asimpossibility or a no-prime control.

2. Writing

a. Definition of Writing

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Brown states that writing makes the product through thinking, drafting, and revising.³⁸ It means that in producing written language, the writer should follow those steps to make the product. Besides, there are some of requirements in doing these steps.

In teaching writing, the teacher should implement four basic writing stages, like what Richards and Renandya state that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post-writing. The writing skills are very important and cannot be ignored in language learning.³⁹

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver state that writing is a recursive process, which means students revise throughout the process,

³⁸ Brown, H. D, *Principles of Language Learning and Teaching*, (New York, NY: Addison Wesley Longman, 2000), 5.

³⁹ Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University

frequently moving back and forth among the stages.⁴⁰ Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer states that writing encourages students to focus on accurate language use.⁴¹ It is because students consider the language use when the students engage in their students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

3. Analytical Exposition Text

a. Definition of Analytical Exposition Text

Butt states that Exposition is a factual text that is used to persuade people to a particular point of view.⁴² There are two kinds of exposition

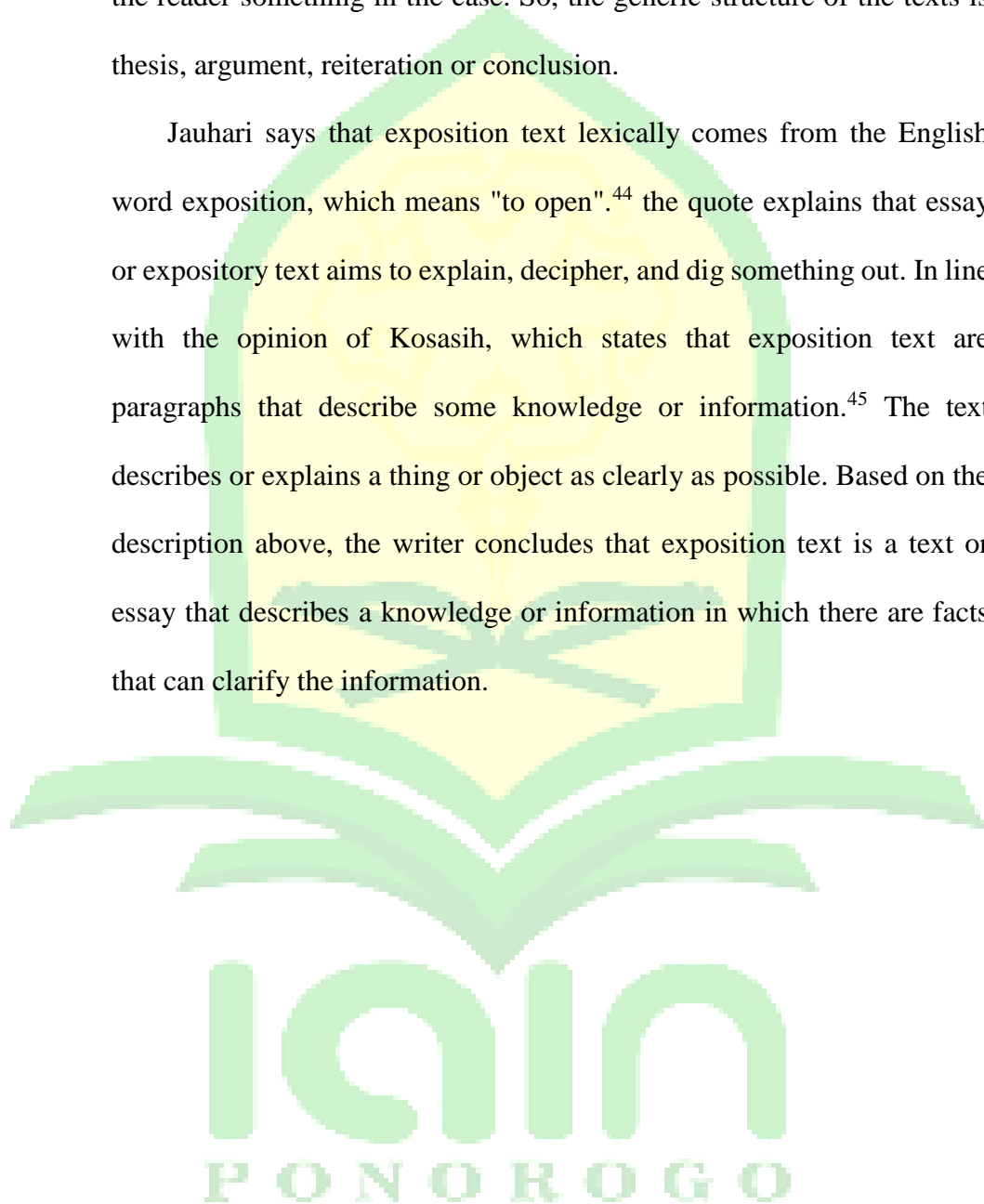
⁴⁰ Urquhart, Vicki, & McIver, M. (2005). teaching writing in the content areas. United States of America: McREL.

⁴¹ Harmer, Jeremy. 2004. How to Teach. England : Pearson Education

⁴² Butt, David et al. (2000). Using Functional Grammar an Explorer's Guide Second Edition. Australia: NCELTR Publications.

text according to Gerot & Wignell. They are analytical exposition and hortatory exposition.⁴³ Analytical exposition text has a purpose to inform the reader something in the case. So, the generic structure of the texts is thesis, argument, reiteration or conclusion.

Jauhari says that exposition text lexically comes from the English word exposition, which means "to open".⁴⁴ The quote explains that essay or expository text aims to explain, decipher, and dig something out. In line with the opinion of Kosasih, which states that exposition text are paragraphs that describe some knowledge or information.⁴⁵ The text describes or explains a thing or object as clearly as possible. Based on the description above, the writer concludes that exposition text is a text or essay that describes a knowledge or information in which there are facts that can clarify the information.



⁴³ Gerot, L and Wignell, P. 1994. Making Sense of Functional Grammar. Australia: Gerd Stabler

⁴⁴ Jauhari, H. (2013). Terampil Mengarang. Bandung: Nuansa Cendika.

⁴⁵ Kosasih, E. (2014). Jenis-Jenis Teks. Bandung: Yrama Widya.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The method in a research is very important, because the method is a way that researchers can obtain information in a research. Research method is a way to find, develop, and test the truth of knowledge scientifically based on the intended purpose and use. With the use of appropriate research methods, it is expected that the goals and objectives will be achieved properly. In addition, methods that are relevant to a research activity will support the success of the research.

According to Creswell, J. W. research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.⁴⁶ This shows that research is a series of measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. This shows that research is a series of measures used to gather or evaluate information in order to enhance our knowledge of the subject or problem. In this research, the researcher used qualitative research methods. Qualitative research reveals people's values, interpretative schemes, mind maps, belief systems and rules of living so that respondent's reality can be understood. It means that qualitative research demonstrates the beliefs, evaluative structures, mind maps, social values and living laws of people such that the experience of the participant can be interpreted.

⁴⁶ Creswell, J.W. 2008, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Merrill Prentice Hall, Singapore.

In accordance with the problem, the researcher believes that descriptive qualitative research it is the most suitable research method that the researcher will conduct. The purpose of descriptive qualitative research is a detailed description of individual studies in everyday terms, events that individuals or groups of persons experience. This research has produced descriptive information in the form of written words and the nature of the individual could be analyzed.

Gay found out that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study.⁴⁷ A qualitative study define and report on the way things are. Descriptive research is scientific research that describes about certain objects, phenomena or events, that is systematically dealing with that certain area or population. Descriptive research is a study which have purpose to explain, specify, describe, and explore the occurred phenomenon without experimental manipulation.

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyze the information description and themes.⁴⁸ Qualitative research focuses on understanding social phenomena from perspective of human participants in the study. It can be implied that this study involves human to give description toward the event. In

⁴⁷ Airasian, P.; Gay, L. R. (2000). *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall Inc.

⁴⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 274.

other word, qualitative research as a kind of category of study that is used to analyze the natural event. Then, the final result of the study is described in written words.⁴⁹

It can be inferred from description above, that a qualitative descriptive research in this study, conduct in the state of nature and nature discovery. The researcher would like to describe, analyze and find a more credible source of data of the An Analysis of Students Difficulties in Writing Analytical Exposition Text at Second Grade of MAS Al – Iman Ponorogo.

B. Researcher's Role

The role of the researcher in this research is as a planner, data collector, data analyzer, and finally as the founder of the research. Qualitative research emphasizes that the researcher alone or with the help of the others is the main data collection tool.

In this study, the researcher determines each step, whether the researcher continues the participation in the activity or not. Researchers also determine the data needed while in the field, participating basically means making observations by listening as carefully as possible to the smallest possible extent. Observations participate as research that is characterized by social interactions that take a long time between researchers and subjects in the subject's environment.⁵⁰

⁴⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2016), 8.

⁵⁰ Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta; PT.Raja Grafindo Perkasa, 2011), 117

C. Research Setting

In this research the researcher has chosen MAS AI – Iman Ponorogo as a place for the study conduct. MAS AI – Iman Ponorogo is an educational unit categorized as high school level part of AI – Iman boarding school located in jl. Ponorogo – Madiun, Babadan regency, Ponorogo. The reason why researcher conduct the reasearch in this school because from the preliminary observation the students in eleventh grade experience difficulties when try to writing analytical exposition text.

The subject of this research were the Eleventh Grade of MAS AI – Iman Ponorogo in academic year of 2022/2023. There were one class will be the representative of eleventh grade in MAS AI – Iman Ponorogo specifically XI IPA III. The XI IPA III was chosen as random sampling to gain some specific purposes.

D. Data and Source of Data

1. Data

That are have several data here. According to Ralston and Reily, data are defined as facts or what is said to be the result of an observation of natural phenomena. As a result of direct observation of events or facts from phenomena in the real world, data can be in the form of writing or pictures that are equipped with certain values.⁵¹ The main data sources in qualitative research are words and actions, the rest data are additions such as documents, recordings, photos and others. For this reason, the data collection techniques

⁵¹ Safrudin Chamidi, Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendididak. Jurnal pendidikan dan kebudayaan, 2004. Vol 10. 311-328

used are participant observation, in-depth interviews and documentation.⁵²In this research, the researcher analyze the factors of students difficulties and the strategies to overcome students difficulties in writing analytical exposition text, after that the data described in written word.

2. Source of Data

The data source can be got from person, something, place that can provide the information for a research. It can be obtained from primary and secondary data. The primary data on this study are people who have a correlation with the research focus, they are students at MAS Al – Iman Ponorogo. This study take the subject of eleventh grade. There are 3 classes in eleventh grade, XI IPA I, XI IPA II, and XI IPA III. The participants of this study are XI IPA II students in MAS Al – Iman Ponorogo academic year 2022/2023. The secondary data is gotten from observation and from books or documents references and picture which are relevant with this research. The data should answer the statement of the problem of this research. In this research the secondary data were books, journals, and previous studies related to the students difficulties in writing analytical exposition text. In addition, geographical location, the structure of the organization, the condition of the teacher and students were included as secondary data that obtained from documentation.

E. Data Collection Techniques

Qualitative research as meant by Poerwandari is research which generates and processes descriptive data such as using interview transcripts, field

⁵² Sugiyono, Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, dan RD (Bandung: Alfabeta, 2005), 305

notes, pictures, photographs, recordings, videos and so on.⁵³ With that picture then researchers used several data collection techniques as follows:

1. Interview

Interview are conversations with a specific purpose. Interview was carried out by two parties, namely the interviewer asked questions and the interviewee gave them answer to that question.⁵⁴ Interview got structured or unstructured, and can be done face-to-face or by online. Structured interviews are used as a data collection technique, when researchers or data collectors already know for sure about what information be obtained.⁵⁵ Whereas unstructured interviews are free interviews in which the researcher does not use an interview guide that has been arranged in an orderly manner systematic and complete for data collection. interview guidelines that is used only in the form of an outline of the problem to be solved asked.⁵⁶ Based on the types of interviews above, interview techniques are used in this research are interviews unstructured by using the interview guide as data collection instrument. Interview guide used for expedite data collection.

2. Obervation

In addition to interviews, data in qualitative research can be collected through the observation method. According to Nawawi and Martini, observation is systematic observation and recording of elements that appears

⁵³ Afifuddin. (2009). *Metodologi Penelitian Kualitatif*. Bandung: CV Pustaka Setia.

⁵⁴ Moleong, Lexy J. 2006. *Metodologi Penelitian Kualitatif*. Bandung : PT Remaja Rosdakarya.

⁵⁵ Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

⁵⁶ *Ibid*

in a symptom or symptoms in the object of research.⁵⁷ While Sutrisno Hadi argues that observation is a complex process, a process that is composed of various biological and psychological processes. Two of them are the processes of observation and memory. Technique data collection by observation is used by looking at behavior humans, work processes, natural phenomena.⁵⁸

The observation technique used to collect data is frank observation, that is, the researcher makes direct observations clear on data sources.⁵⁹ Observation frankly carried out in teaching and learning activities in the classroom to observe the role teachers in the development of learning English in class, especially when learning to write texts in English is in the process learning, looking at the attitudes and responses of students in learning, class conditions, the culture built by the teacher, and student activities in class and etc.

Through direct observation in the learning process English in class is expected by researchers to get complete information as needed in this study. Data collection instruments used in This observation activity is an observation sheet. Through the observation sheet the author can collect data as expected to expedite the research process.

3. Documentation

Documentation is a record of past events. Documents can be in the form of writing, pictures, or monumental works from someone.

⁵⁷ Afifuddin, dan Beni Ahmad Saebani. 2009. *Metodologi Penelitian Kualitatif*. Bandung: Pustaka Setia.

⁵⁸ Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

⁵⁹ *ibid*

Documentation is a complement to usage observation and interview methods in qualitative research.⁶⁰ Documentation is expected to be able to support and strengthen data generated by researchers in data collection techniques previously.

Documentation expected in this study is in the form of photographs and written documents. Written documentation in the form of teaching administration teachers include syllabus, learning implementation plans (RPP), data regarding school administration and conditions. Syllabus and RPP documents become the main documentation because through this documentation can prove the development of analytical exposition text learning which is done by inserting the results of student writing that is in order to support research. Apart from that, researchers Use photos as supporting documentation that can corroborate researcher that the researcher has conducted the research.

F. Data Analysis Technique

Data analysis is the process of inspecting, cleaning and modelling data with the aims of findings useful information, informing conclusions and supporting the decision. According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing/ verification.⁶¹ In this study used qualitative data analysis techniques is inductive, namely an analysis based on the data obtained, then developed into a hypothesis. Formulated hypothesis based on these data,

⁶⁰ *Ibid*

⁶¹ *Mathew B. Miles and A. Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, 1994),10*

then look for data again repeatedly so that it can be concluded what the hypothesis is accepted or rejected based on the data collected.⁶² The following data analysis steps be carried out:

1. Data reduction

Data reduction is a sensitive thinking process that requires intelligence and breadth and depth of high insight. In reducing data, researchers will be guided by the goals to be achieved. Researchers are expected to pay attention to the discovery of everything that considered foreign, unknown, do not yet have a pattern or a finding which is the main goal in qualitative research.⁶³

The steps of the researcher in conducting data reduction presented as follows:

- a. The data collected in the field is summarized, selected items the main thing (focused on important things) in order to be able to immediately analyzed.
- b. Researchers can make categorization based on important data.
- c. Researchers choose relevant and meaningful data to present by choosing basic data by focusing on the subject students' difficulties in writing analytical exposition texts and what solutions can be applied in overcoming the problem of students' writing difficulties in writing analytical exposition texts at MAS Al –Iman Ponorogo.

2. Data Display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.

⁶² Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

⁶³ *Ibid*

3. Drawing Conclusions (Verification)

Conclusions in qualitative research are findings that are never existed before. Findings can be a description or an image of an object that was previously dim or dark so that after research it becomes clear, it can be a causal relationship or interactive, hypothesis or theory.⁶⁴ In this research The conclusion step is carried out after obtaining the data accurately namely:

- a. Researchers draw conclusions by conducting studies repeatedly.
- b. Any data collected by researchers will be drawn conclusions then checked again with the next data until researchers can Find data that really fits the problem developed in research to draw final conclusions.
- c. In this study, a general descriptive description was used and relatively thorough about students' difficulties in writing analytical exposition texts and how solutions can be applied in MAS AI - Iman Ponorogo.

G. Checking Validity of Findings

Validity findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation⁶⁵ Some versions of validity regard it as essentially a demonstration that a particular instrument in fact measure what it intends, purports or claims to measure, that an account accurately represent those features that it is intended to describe, explain or theories. Other definitions state that validity is the extent to which interpretations of data are warranted by theories and evidence used.⁶⁶

⁶⁴ *Ibid*

⁶⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012. 259

⁶⁶ Louis Cohen, Laurent Manion & Keith Morrison, *Research Methods in Education (Eight Edition)*, Routledge (2018), 245.

The researcher confirm the valid data through checking some components.

1. The Strenously Observation

The strenously observation which means the researcher finding the characteristics and elements in this situation that relevant with the chosen issue.⁶⁷ The following elements are:

- a. Observing the students attitude and activity in XI IPA II classroom at MAS Al – Iman Ponorogo .
- b. Study in-depth until researcher find a valid data

2. Triangulation

Qualitative inqarers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g principal and a student), types data (e.g obsevational and interview), or methods of data collection (e.g documents and interview) in descriptions and themes in qualitative research.⁶⁸

According to Denzin, triangulation has 4 types, those are:⁶⁹ data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires

⁶⁷ Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:PT. Remaja Rosda Karya, 2000), 171

⁶⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 259

⁶⁹ Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, 2006.

and documents). The other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher used one of four types triangulation named methodological triangulation. Methods triangulation is the use of multiple methods to study a situation or phenomenon.⁷⁰ The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

The methods involves an interview to the students and teacher by giving several question related to students difficulties in writing analytical exposition text, observation within students attitude when writing analytical exposition text during English learning process and also which is involves school documents, photos during class activity, videos diring class activity and researcher field note to get more valid data in this research.

H. Research Stage

According to Moleong there are three main stages in qualitative research among others:

⁷⁰ David Hales, *An Introduction to Triangulation*, (Switzerland: UNAIDS, 2010) 14

1. The pre-field stage, namely orientation which includes activities to determine the focus, paradigm adjustment with theory and disciplines, assessment with the research context includes initial field observations in this case MAS Al – Iman Ponorogo, preparation research proposals and research proposal seminars, then proceed by administering research permits to research subjects.
2. Field activity stage, this stage includes data collection related to the research focus, which is about students' difficulties in writing analytical exposition text at MAS Al – Iman Ponorogo. some of the factors that students mention will be a clear picture as the reason for students' difficulties in writing texts.
3. Data analysis stage, this stage includes processing and organizing activities data obtained through participant observation, in-depth interviews and documentation, after which the interpretation of the data is carried out according to the context the problems studied. Next, check the validity of the data by checking the data sources and methods used for obtain data as valid data, accountable as a basis and material for giving meaning or interpretation of data which is a process determination in understanding the context of the research being studied.
4. The report writing stage, this stage includes the results preparation activities research from all series of data collection activities to giving data meaning. After that consult research results with supervisors to get input as improvements to be better so as to improve research results.
5. The last step is to arrange the completeness of the requirements to hold a thesis exam.

CHAPTER IV

FINDINGS AD DISCUSSIONS

A. Findings

1. History of MAS Al – Iman Ponorogo

Madrasah Aliyah is a secondary education institution under the auspices of the Ministry of Religion Ponorogo regency. At a relatively young age thanks to the tireless enthusiasm and hard work of all its citizens, it has now shown itself to be a modern Islamic institution, especially when viewed from its physical and academic appearance. Until now, Madrasah Aliyah apart from having facilities and infrastructure to support the scientific development needed, also has quite reliable teaching staff, both in terms of quality and quantity such as laboratorum, library, mosque, dormitories, learning resource centers, arts and sports facilities. Madrasah Aliyah Al Iman is a school owned by the Islamic boarding school of Al Iman Ponorogo.

Al Iman Islamic boarding school was originally founded in Gandu, Mlarak District, Ponorogo by KH. Mahfud Hakim. starting from the intention to participate in fulfilling God's call, KH. Mahfud Hakiem was determined to establish an educational institution. This courage was supported by his educational background at KMI Modern Boarding School Gontor (1657) followed by IPD (1968), coupled with his work in society which almost all smelled of preaching and education. including participating in the field of birth Sanawiyah and Aliyah al - Islam Joresan Ponorogo who later led it for 24 years (1967-1991). and also took part in establishing several religious education institutions in the Malarak sub-district and its surroundings, PGA,

Diniyah Tegalsari and social and da'wah foundations (al-Islah Bungkal, al-Ihsan Sambilawang, al-Imam Sawoo, Darul Falah Slahung).

Besides that KH Mahfud Hakiem was also motivated by the mandate of Sheikh Mahmud Syaltut (an Egyptian scholar) to KH Ahmad Sahal the founder of the modern Islamic boarding school Darussalam Gontor to establish a thousand gontors in this country, even though at that time KH. Mahfud Hakiem is still entrusted with leading the madrasa aliyah and tsanawiyah al - Islam Joresan, he also believes that the madrasa belongs to the people of the Malarak sub-district, leadership must be carried out alternately who wants and can. therefore he resigned from leadership in Sanawiyah and Aliyah Al-Islam in 1991.

On Wednesday 17 July 1991 AD, KH. Mahfud Hakiem was assisted by his first son-in-law, Drs. KH. Imam Bajuri, M.Pd.I along with several ustad and ustadzah founded the al-iman Islamic boarding school in Gandu and Mlarak Ponorogo with a total of 70 students. the basic capital for the establishment of this Islamic boarding school is the education of KH. Mahfud Hakiem and his experience in educating and teaching in various Islamic educational institutions, especially as an educator at the Gontor Modern Islamic Boarding School appointed by KH. Imam Zarkasi and KH. Ahmad Sahal for more than 44 years, while materially he has capital in the form of dry land with an area of approximately 2700 m² in the villages of Gandu and Mlarak Ponorogo which was established as Pondok al Iman when it was first established.

On Wednesday, October 27, 1993 the boarding ceremony was held and the occupants of the cottage moved to a new location. for the boys' cottage is located in the village of Ngambakan Bangunrejo Sukorejo Ponorogo while the girls' cottage is located in the Babadan sub-district of Ponorogo on Friday 28 July 1995.⁷¹

2. Vision, Mission and Goals of MAS Al – Iman Ponorogo

a. Vision

creating a generation ready to fight with the stability of faith, knowledge and morals.

b. Mission

- 1) Developing religious, intellectual and emotional potentials in an integral and sustainable manner.
- 2) Cultivating Islamic life and making the Koran and Sunnah the main guideline and the thoughts of the scholars as a companion resource.
- 3) Develop the potential life skills possessed by students
- 4) Developing international-oriented education by maintaining local culture.

c. Goals

- 1) Educate the life of the nation
- 2) Worship seeking knowledge
- 3) Faithful, knowledgeable, good personality, polite behavior.
- 4) Socialize and become good and skilled citizens⁷²

⁷¹ See the appendix 08/D/21-3/2023 documentation transcript

⁷² See the appendix 08/D/21-3/2023 documentation transcript

3. Profile of MAS Al – Iman Ponorogo

School Name : MAS Al – Iman

NPSN : 20584472

Status : Swasta

School Address : Jln. Raya Ponorogo – Madiun

Sub-district : Babadan

Regency : Ponorogo

Pos Code : 63491⁷³

4. The Organization of Structure of MAS Al – Iman Ponorogo

The organization structure of MAS Al – Iman Ponorogo as follows:

- a. Headmaster : Hj. Saiyah Umma Taqwa
- b. Head of Administration : Mujiono At - Taqie, S.Pd
- c. Co. Curriculum : H. Fachry Hidayat, Lc
- d. Co. Students : Naura Wahidah
- e. Co. Infrastrucure : H. Edy Suwarjo, M.Pd.I
- f. Co. Public Relations : Dra. Hj. Arini UlfahHidayatin, M.Pd.I⁷⁴

5. Teachers and Staff of MAS Al – Iman Ponorogo

The existance of teacher in education enviroentment is very important. They are the compenents of learning activities. Teaching students at school is the main task of a teacher. Teacher also play roles in the classroamm as facilitator, motivator and mentor for students. In MAS Al – Iman Ponorogo, there are 130 teachers. It consist of 103 female teachers and 27 male teachers. In addition there are 7 administration staff.

⁷³ See the appendix 08/D/21-3/2023 documentation transcript

⁷⁴ See the appendix 08/D/21-3/2023 documentation transcript

6. Students of MAS AI – Iman Ponorogo

The total number of students in MAS AI – Iman Ponorogo in academic year 2022/2023 are 317 female students. There are 100 students in tenth grade, 102 students in eleventh grade and 115 students in twelveth grade.

7. Infrastructure of MAS AI – Iman Ponorogo

Infrastructure are supporting facilities to support the learning process. All forms of facilities and infrastructure can be enjoyed by all school member. The procurement of these facilities and infrastructure is used to improve the quality of student learning. This shows how important infrastructure as support in educational institutions. The information about infrastructure of MAS AI – Iman Ponorogo is attached.⁷⁵

B. Spesific Data

1. The Factor That Caused Students Difficulties in Writing Analytical Exposition Text at MAS AI – Iman Ponorogo

The descriptive data were collected through observation and interviews. Prior to the time of the study, the researchers conducted initial observations and interviews on 20 March 2023 and 21 March 2023 with the English teacher. This aims to find out whether students experience difficulties when writing analytical exposition text and choose a class to conduct research based on suggestions from the English teacher.

⁷⁵ See the appendix 08/D/21-3/2023 documentation transcript

Researchers conducted this study in March using observations and interviews. Researchers observed teaching activities in class and conducted interviews on March 22, 2023 with 5 students of class XI IPA III MAS Al - Iman Ponorogo. In addition, the researcher also conducted interviews with English teachers to obtain further information about students' difficulties.

The findings of this data are related to the factors that cause students' difficulties in writing analytical exposition texts in MAS Al - Iman Ponorogo. Based on observations and interviews with research subjects, the researchers found factors that caused eleventh grade students to experience difficulties in writing analytical exposition text.

a. Language Problems

From the results of the interviews, the researcher found several students who said that one of the factors causing the difficulty in writing analytical exposition text was the lack of vocabulary they mastered, and also felt confused in constructing appropriate sentences. As said by Oktavinda:

In making texts in English there are still many mistakes due to a lack of mastery of vocabulary so it makes her confused when you want to compose sentences.⁷⁶

Apart from Oktavinda, Kinanti also said that one of the factors causing difficulties in writing analytical exposition texts was due to a lack of vocabulary it was difficult to compose sentences. She said;

Sometimes she understands what she wants to compose in writing an analytical exposition text. However, sometimes she is constrained by vocabulary that she has not mastered.⁷⁷

⁷⁶ See the appendix: 02/W/22-3/2023 interview transcript

⁷⁷ See the appendix 03/W/22-3/2023interview transcript

Fasha also said the same thing, because English has several levels, and according to her the level of vocabulary in writing analytical exposition text must use standard vocabulary. Fasha says:

According to her, writing an analytical exposition must use standard vocabulary, while she only understands English in everyday language.⁷⁸

From several statements from XI IPA III students they said that the lack of vocabulary was also a factor in students' difficulties in writing analytical exposition text. They explained that writing texts in English would be more difficult, because writing texts in English required a standard vocabulary while students mastered more everyday language vocabulary. In addition to the lack of mastery of vocabulary, students of class XI IPA III also said that grammar arrangement is also often a difficult factor in writing analytical exposition text. In a statement from Kinanti said:

According to her, the preparation of grammar is the biggest factor in difficulties when making analytical exposition text. Due to lack of experience in compiling grammar.⁷⁹

Apart from Kinanti, Fasha also said that the difficulty factor when writing an analytical exposition text is the lack of knowledge in compiling grammar. Fasha says:

The difficulty of preparing grammar is a big problem and mistakes that are often made by her.

Errors in the preparation of this grammar are the factors that make it difficult for students to write analytical exposition text as evidenced by the results of interviews with class students. Apart from Fasha said:

⁷⁸ See the appendix 03/W/22-3/2023 interview transcript

⁷⁹ See the appendix 01/W/22-3/2023 interview transcript

Grammar arrangement is one of the factors in the difficulty of writing analytical exposition text

There is Laila who also said:

She said that the preparation of grammar is the most difficult factor in writing analytical exposition text. Due to the lack of practice and practice in preparing grammar makes it difficult to compose grammar in writing analytical exposition text.⁸⁰

Apart from Laila, Oktavinda also said that the preparation of grammar is the main factor for difficulties in writing analytical exposition text. The preparation of this grammar was caused by a lack of practice and Oktavinda lack of knowledge about grammar preparation. Oktavinda says:

The preparation of grammar in writing analytical exposition text is the main factor in the difficulty of writing analytical exposition text due to the lack of practice in compiling grammar.⁸¹

The difficulty in writing texts due to the preparation of grammar is one of the factors of difficulty, most of the students say that the preparation of grammar is difficult because they have never been practiced. From the explanations and statements from students of class XI IPA III that the factors that make it difficult to write analytical expositions are among others the lack of vocabulary they master and the arrangement of grammar that is not correct and not quite right.

The difficulty factor for students in writing an analytical exposition text is in the language problem factor besides the lack of vocabulary mastery and errors in grammatical use there are also factors that cause students difficulties in writing an analytical exposition text,

⁸⁰ See the appendix 04/W/22-3/2023 interview transcript

⁸¹ See the appendix 02/W/22-3/2023 interview transcript

namely students still do not understand when starting and ending writing an analytical exposition text. As the statement from Oktavinda:

She said that writing texts in English sometimes we as students feel confused about starting a text, starting from choosing the theme of the title text to the contents of the text, analytical exposition text.⁸²

Oktavinda said that the difficulty in writing text was when choosing the theme, title and contents of the text. It's not only Oktavinda who finds it difficult to write the opening and closing of the text, but Trisna also experiences the same thing. Saniyya says:

She felt that even though he already had a title, starting the text was still difficult because he was confused about where to start.

Writing an analytical exposition is not easy because it discusses the phenomena that are happening. Usually students also still feel confused when developing ideas from sentence to sentence. As Kinanti said:

She found it difficult when developing ideas in writing analytical exposition texts because writing analytical exposition texts had to be in line with the phenomena that were happening.⁸³

Not only Kinanti said that starting and ending writing an analytical exposition text was difficult, Oktavinda also said the same thing:

She said that starting to write an analytical exposition text was difficult because he was confused about what phenomena would be raised.⁸⁴

From the several factors above students experience some difficulties when writing analytical exposition texts because they are still

⁸² See the appendix 02/W/22-3/2023 interview transcript

⁸³ See the appendix 02/W/22-3/2023 interview transcript

⁸⁴ See the appendix 02/W/22-3/2023 interview transcript

confused in compiling each sentence, due to a lack of practice in using grammar and also a lack of vocabulary that they master.

b. Attention Problem

Another factor that makes it difficult for students to write analytical exposition text is their lack of attention when the teacher explains or discusses analytical exposition text. As Saniyya said:

She said that sometimes he didn't listen well when the teacher was explaining the material, so that when there was an assignment given by the teacher he felt confused about doing it.⁸⁵

Some students also said the same thing as Saniyya because of their lack of observing the teacher's explanation of analytical exposition text material as Oktavinda said:

She said that sometimes she did not listen to the teacher's explanation of the material because her other friends joked around.⁸⁶

The lack of student attention to the teacher's explanation makes it one of the factors students find it difficult to write analytical exposition text. This is also felt by Laila that:

Because she did not listen carefully to the teacher's explanation, she became confused in writing analytical exposition texts such as how to start writing texts, and there were lots of grammatical errors.⁸⁷

The majority of students also said that as a result of not listening carefully to the teacher's explanation, students found it difficult to write an analytical exposition text, such as the difficulty in starting to write a text, their reduced concentration while doing the task of writing an

⁸⁵ See the appendix 05/W/22-3/2023 interview transcript

⁸⁶ See the appendix 02/W/22-3/2023 interview transcript

⁸⁷ See the appendix 04/W/22-3/2023 interview transcript

analytical exposition text, and the many mistakes when writing an analytical exposition text.

c. Memory Problem

Based on the interviews conducted by the researchers, the researchers also found several factors that caused students difficulties in writing analytical exposition texts including memory problems. As Kinanti said:

She said that although sometimes he listened to the teacher's explanations well, he sometimes often forgot the explanations that had been explained, in the end he had difficulty writing analytical exposition texts.⁸⁸

Not only Kinanti who said this, Trisna also said:

She said that sometimes the teacher had explained about the meaning and how to write an analytical exposition text, but in the middle of writing an analytical exposition text, he forgot what the teacher had explained before.⁸⁹

From some of the data above it is explained that some students find it difficult to write analytical exposition text because of memory problems where they have listened to the teacher's explanation but during assignments they forget what are the important points that the teacher explained earlier.

d. Teaching Method and Environment

Based on the results of the interviews that the researchers conducted, some students also said that the teaching method presented by the teacher was also one of the factors causing students' difficulties in writing analytical exposition texts. As Laila said:

⁸⁸ See the appendix 03/W/22-3/2023 interview transcript

⁸⁹ See the appendix 05/W/22-3/2023 interview transcript

In addition to the lack of vocabulary that he mastered, the teacher's teaching methods also sometimes made him confused to digest the material the teacher was delivering.⁹⁰

Just like Laila, Oktavinda also said the same thing about the teacher's teaching methods and also the surrounding environment:

Actually, the teacher has explained most of the material in the book, but maybe his personality looks boring so that the students also feel bored so that the material conveyed is not fully conveyed to students.⁹¹

Oktavinda said that the teacher's attitude when teaching in class also influenced students' understanding of the material or not. Laila added her argument:

The hot class atmosphere and also the learning hour is at the end also causes students to feel tired with energy that has been drained and the classroom is hot to the point of making them feel sleepy and in the end the material is not distributed properly.⁹²

From the data above, it can be concluded that the nature and methods of the teacher when teaching also affect students in understanding the material and practicing writing analytical exposition text. In addition to teaching methods, the environment in learning hours also affects students' difficulties in writing analytical expositions because during the learning hours during the day students feel tired and do not focus on the material which causes students to find it difficult to write analytical exposition texts.

From the data that has been found, students find it difficult to write analytical exposition texts because of a lack of more attention when the teacher is explaining and also a lack of habit of writing texts in

⁹⁰ See the appendix 04/W/22-3/2023 interview transcript

⁹¹ See the appendix 02/W/22-3/2023 interview transcript

⁹² See the appendix 04/W/ 22-3/2023 interview transcript

English so that when writing English students feel very foreign because they are not used to stringing grammatical correctly, and also lack of vocabulary development. Gru also said the same thing that it is true that students rarely write texts in English and rarely practice English so that English feels foreign and difficult to apply.

This was also seen when the researcher made observations in class on March 20 2023 – March 24 2023 the researcher saw the teacher enter the class and began to pray to start learning. Before starting the material, the compassionate teacher checks the student attendance list and asks students simple questions about the material that be studied that day. The teacher gives simple questions like "do any of you understand what an analytical exposition text is" but the researchers saw that none of the students responded.⁹³

Next, the teacher instructs the students to open the material book and open the analytical exposition material that will be explained that day. It can be seen that the teacher explains using Indonesian and slowly so that students can digest word for word what the teacher conveys. When the teacher reads the material in the book, it can be seen that most of the students are also listening by looking at their respective books. Then the teacher begins to write a brief understanding on the blackboard using English. Here the researcher found that because students are accustomed to learning Indonesian, it has an impact on them, it will be

⁹³ See the appendix 07/O/21-3/2023 observation transcript

difficult for them to be given the task of writing an analytical exposition text in English.

When the teacher started explaining in front using the blackboard media, the researcher found several facts that the teacher explained in a voice that was enough to be heard up to the back seat. And while the teacher was explaining some of the students looked busy themselves like joking with their desk mates, students who felt hot beside the window. If seen from the condition of the classroom it is indeed a little lacking because there is no fan in the classroom so the researcher feels the students feel hot so that the material explained cannot be absorbed perfectly by students. The condition of the classroom without a fan can be a factor in students' difficulties in writing analytical exposition text.⁹⁴

At the last time of meeting the teacher saw the results of each student's individual assignments the results of students' work in writing analytical exposition text. The teacher said that there were still many grammatical errors and there was also a lack of continuity between sentences. Correction of grades is carried out openly and the teacher explains the mistakes one by one so that students can find out where the mistakes are and learn to be even better from the mistakes that have been made.⁹⁵

2. The Alternative Solutions for Students' Difficulties in Writing Analytical Exposition Text at MAS Al – Iman Ponorogo

⁹⁴ See the appendix 07/O/21-3/2023 observation transcript

⁹⁵ See the appendix 07/O/21-3/2023 observation transcript

Lack of knowledge of vocabularies is one of the factors that makes it difficult for students to write analytical exposition text. After knowing several factors that cause students' difficulties in writing analytical exposition text, the researcher wants to know what are the alternative solutions for students so they don't have difficulty writing analytical exposition text. From the results of several interviews with teachers and students, researchers obtained several results including:

a. Improving Vocabularies

From some of the data that researchers get, increasing knowledge and broad vocabulary is one way so that students do not experience difficulties when writing analytical exposition text. As Kinanti said:

Increasing vocabulary is indeed one of the important factors so that students have no difficulty writing analytical exposition text.⁹⁶

The same thing was said by Mrs. Anastasya, she argued:

She said that the students could increase their knowledge by increasing the practice of making texts so that they would not find it difficult if there was an assignment to make an analytical exposition text.⁹⁷

From the results of the data that the researchers received, expanding the vocabularies became one of the solutions for students so they had no difficulty in writing analytical exposition text.

⁹⁶ See the appendix 03/W/22-3/2023 interview transcript

⁹⁷ See the appendix 06/W/22-3/2023 interview transcript

b. Correction

Correcting student work can provide feedback on student work.

After the correction, students can understand where they are still wrong in writing analytical exposition text. As Oktavinda said:

After the corrections were made, she understood better where her mistakes were when writing analytical exposition text.⁹⁸

Correction here includes many mistakes that students make, such as grammatical errors or incorrect use of conjunctions and errors when connecting between sentences. As said by Mrs. Anastasya:

In Correction here she discusses some of the mistakes that many students make. In the correction session here, the teacher can understand the extent of students' knowledge of analytical exposition text.⁹⁹

In addition to correcting the text made by students, the teacher's teaching or teaching methods must also be corrected to make it better. As Allysa said:

In the teacher's teaching, she gives a little extra when the teacher is teaching, that is, you can add ice breaking or other cool teaching methods.¹⁰⁰

Because the teacher's teaching method also affects students' understanding of the material to be conveyed. And if the use of this method is boring in the end the material is not conveyed to students. Fasha also said the same thing:

She said that during the day it is better for the teacher to hold an ice break so that students will be refreshed and able to accept the material being conveyed.¹⁰¹

⁹⁸ See the appendix 02/W/22-3/2023 interview transcript

⁹⁹ See the appendix 06/W/22-3/2023 interview transcript

¹⁰⁰ See the appendix 03/W/22-3/2023 interview transcript

¹⁰¹ See the appendix 01/W/22-3/2023 interview transcript

From some of the data that researchers got, some corrections for solutions to students' difficulties in writing analytical exposition text include correcting texts made by students because after being corrected students understand which part is wrong. In addition to correcting students' text results, corrections regarding the teacher's teaching method are also needed because the teacher's teaching method is boring.

c. Create Another Technique

Another alternative that can be used is to create other teaching techniques. Teaching techniques can be one of the reasons why students find it difficult to write analytical exposition texts because they are boring in nature and don't get more attention from students, this was also said by Kinanti:

She said that teaching techniques can also affect students' difficulty in writing analytical exposition text because of their unattractive nature.¹⁰²

This less interesting teaching method is also said by Saniyya:

She said that learning in class would be better if it was interspersed with games and ice breaking.¹⁰³

Creating new techniques such as adding games or ice breaking can be a solution when students feel bored with classroom conditions that are too monotonous. This was also said by Mrs. Anastasya:

Students' difficulties in writing analytical exposition text could be from many factors such as hot classrooms during the day plus the absence of fans, also the teacher's teaching methods which can be interspersed with games or ice breaking.¹⁰⁴

¹⁰² See the appendix 03/W/22-3/2023 interview transcript

¹⁰³ See the appendix 05/W/22-3/2023 interview transcript

¹⁰⁴ See the appendix 06/W/22-3/2023 interview transcript

From some of the data exposure above it is proven that the teacher's teaching techniques also affect the difficulty of students in writing analytical exposition text. This technique by adding games or ice breaking can add enthusiasm to students and also make students more fresh as Laila said:

The addition of games or ice breaking does not take a long time, the benefit is that students also feel refreshed and can follow the lesson well.¹⁰⁵

From some of the data above, the researcher concluded that the teaching technique or the nature of the teacher also influenced students' difficulties in writing analytical exposition text. The solution by adding ice breaking or games can bring students' enthusiasm back and be able to capture the material well.

C. Discussion

1. The Analysis of Student Difficulties in Writing Analytical Exposition Text in MAS Al – Iman Ponorogo

Lack of mastery of vocabularies is one of the factors students find difficult when writing analytical exposition text. according to MAS Al – Iman Ponorogo students learning English is one of the difficult subjects because in the process it requires some support from many sides, especially in writing texts. in writing analytical exposition text students find it difficult because of several factors including the lack of mastery of vocabularies. Based on the

¹⁰⁵ See the appendix 04/W/22-3/2023 interview transcript

data obtained by the researcher, there are several factors that make it difficult for students to write analytical exposition text, including the following.

The lack of mastery of vocabularies is the problem most students feel because there is no daily practice. Students say that if they do not master the vocabularies, the students very difficult because they did not know well the vocabularies. Some students said that if they mastered the vocabularies it would be easier to write analytical exposition text. According to Al – Khasawneh he said a factor that caused difficulties in writing is not mastering vocabulary.¹⁰⁶ mastery of these vocabularies is also a difficult thing because the standard language in the text is also different from everyday vocabularies. And from here also students feel confused when they do not memorize standard language vocabularies that can be used to write analytical exposition text.

Another factor that becomes a difficulty for students in writing analytical exposition text is grammatical errors and the use of grammar correctly. Students said that sometimes they could write texts well, but in fact there were still many grammatical errors found. In here the teacher had been explain the grammar notes in the material, and the teacher had warned students to always pay attention to what she explained about grammatical errors. This is also a factor that caused difficulties in writing is language problem.¹⁰⁷ Students also said that they had listened carefully to the teacher's

¹⁰⁶ Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.

¹⁰⁷ Levine, M. (1993) *Developmental Variaton Learning an Disorders*. Educators Publishing Service.

explanation of the explanation of the material in grammar, but students still looked confused about its use when practiced by each student.

After the difficulties due to the lack of vocabularies and also the prevalence of grammatical errors, there are several factors that support students' difficulties in writing analytical exposition text, one of which is the language problem when starting or ending writing on writing analytical exposition text. some students said that they had difficulty starting or ending the text. Some students also said they could not develop the existing text. The teacher also explained that sometimes some students experience this. Starts and ends text and can not develop the ideas. Students also said that the factor in the difficulty of developing ideas here was due to a lack of knowledge about proper vocabulary in writing analytical exposition text.¹⁰⁸

Apart from the factor of not being able to develop ideas, the factor of the monotonous classroom and teacher teaching can also be one of the factors in the difficulty of students writing analytical exposition texts. In cognitive problems, there were several problems faced by the EFL students in writing analytical exposition text. first problem was limited knowledge of the topic. Most of students had limited knowledge and thematic development regarding the content of the text. although the thesis statement was stated clearly, it was not supported by clear arguments. There was less coverage of the topic. Students had difficulties in writing analytical exposition text such as they had difficulties in determining the topic and developing ideas into paragraphs.¹⁰⁹

¹⁰⁸ *Ibid.*

¹⁰⁹ Ilham, (2019)

most students also show the problem in presenting the grammar rules in writing. For example, it seemed challenging to distinguish between singular and plural subjects. In addition, some of these make it challenging to differentiate between the simple present tense and the passive sentence forms. Discovered that students struggle considerably with writing in terms of grammar, cohesiveness, and coherence.¹¹⁰ Additionally, they noted the small writing issues that students had, such as poor paragraph organization, poor diction, and misspelled vocabulary.

It showed that writing is challenging for learners, particularly EFL students. Because of this, a teacher's presence is crucial for students as they write. The findings of this study shows that students struggled to develop their skills in writing analytical exposition texts. As found in this study, there are three major problems in writing analytical exposition text on the research site: psychological, linguistics, and cognitive problems. It is in line with three factors influencing the writing process: cognitive, linguistic, and psychological problems.¹¹¹

In cognitive problems, most students had limited knowledge of the topic, the problem with the structure and the mechanism of the analytical exposition text, and difficulties in sharing ideas due to their limited English vocabulary. Students' difficulties in sharing and developing ideas result from low reading and writing literacy levels. Consequently, teachers should establish an environment where they can support and motivate the students as they study and teach. By letting students work at their own pace and

¹¹⁰ Ariyanti and Fitriana (2017)

¹¹¹ Byrne, 1993; Rahmatunisa, 2014

constantly sharing their writing with peers, teachers helped students become more motivated to write.¹¹² Students' enthusiasm and writing quality increased when they collaborated and shared their work, which encouraged peer discussion and a synergy.

In linguistics problems, students frequently encounter the two most challenging areas in linguistic features: vocabulary and grammar. The students admitted that it was challenging for them to build their thoughts. Most of them claimed that their limited vocabulary made it difficult to write an argument. It is in line with much previous research on writing difficulties that limited vocabulary is the main issue in presenting ideas in writing. As a result, almost all students utilize online dictionaries and translators to assist their writing. Online dictionaries, which students can use to translate specific words or occasionally short phrases, and online translators (like Google Translate), which can be used to convert text as short as a word and as long as multiple paragraphs, are two common free tools that are used by language learners.¹¹³

Then, the question is no longer whether such technologies should be used but which ones, when, and how. Ducar state that teachers should encourage the responsible use of OTs and related technologies rather than forbid their use to help learners understand that positive progress toward greater proficiency and ethical use of technologies are critical 21st-century skills.¹¹⁴ Although online dictionaries and translators are often utilized, there

¹¹² Baker & lastrapes, 2019

¹¹³ Oneill, 2019

¹¹⁴ Ducar and Schocket, 2018

are differing views on their utility and suitability for EFL learners. The use of google translate makes sense and demonstrates that the students were still thinking in Indonesian rather than English, which caused a misunderstanding when they translated their ideas into English using Google Translate because the program clearly cannot recognize the context of the ideas or writing.¹¹⁵ However, the problem of online resources for second language learning might never have a one- size-fits-all solution because the majority of students now use online dictionaries and translation services.

So, the teacher needs to become more knowledgeable about these resources, create clear policies they are comfortable with regarding their use, and educate students on when, how, and how much they should use online resources to help them with their coursework.¹¹⁶ In turn, learners can be empowered to make responsible decisions about how to use contemporary technology on their path to learning a language by becoming knowledgeable about the benefits and drawbacks of online dictionaries and translator, as well as the potential effects of these tools on writing.

Regarding psychological problems, They were also confused about starting writing and lazy in writing the text and sharing ideas in English because they did not know what to write. Hence, several students copied them from the same sources. Students lacked interest in writing class because writing activity was not their interest, meaning they were unmotivated to write an English text. Motivation is one of the crucial aspects of writing skills. By couraging their internal writing motivation, they will also alter their

¹¹⁵ Sheppard, 2011

¹¹⁶ Oneill, 2019

perspective of the negative perspective associated with writing. As a result, they would be courageous, like, and highly motivated when writing, as it cannot be denied that motivation impacts learners' success in learning both second and foreign languages and is closely related to achieving objectives.¹¹⁷

By identifying these writing problems, it is hoped that the teacher becomes aware of the problems faced by the students and adequately and effectively conducts the teaching of writing to improve the Indonesian EFL students' writing ability and resolve their problems in writing. Teachers can assist their students with their writing projects by offering constructive feedback, sample essays, and scaffolding focused on the students' needs.¹¹⁸ Students also required further instruction and time to research the issue to focus on the topic, allowing them to create more detailed content that contains linguistic features of written language argumentative discourse with consistency and accuracy.¹¹⁹

Problems, and suggestions to improve the skills in writing analytical exposition text. It can be concluded that Indonesian EFL students face three major problems in their writing: cognitive, linguistics and psychological problems. Considering the result of this study, the researcher should try to overcome those problems in teaching writing by implementing an effective strategy that supports students in improving their writing analytical exposition text.

¹¹⁷ Harmer, 2007; Toba et al., 2019

¹¹⁸ Rashid et al., 2022

¹¹⁹ Emilia, 2018

From the several factors that the researcher found, the researcher concluded that several factors caused the difficulty in writing analytical exposition text, namely the lack of mastery of vocabularies, the preparation of grammar, developing ideas, as well as the factors of the teacher's teaches methods and the condition of the classroom environment. Some of these factors the researchers got from the results of interviews with class XI Ipa III students and also English teachers.

2. The Alternative Solutions for The Students Difficulties in Writing Analytical Exposition Text

Alternative solutions are solutions in a simple way but have a lot of impact. Researchers after obtaining data about several factors that cause students difficulty in writing analytical exposition, then there are several things that can be done to reduce the factors that cause students' difficulties in writing analytical exposition text. and below is the data from interviews by teachers and students.

The first way to overcome students' difficulties in writing analytical expositions is to read more books. From the difficulty factor of students due to lack of knowledge of vocabularies students can develop it through reading books, magazines or news in English.¹²⁰ So they can understand what kind of standard vocabulary they should use. The teacher also said the same thing, that students' knowledge in terms of standard vocabulary was still low and they could expand new vocabulary by reading books or news.

¹²⁰ Levine, M. (1993) Developmental Variaton Learning an Disorders. Educators Publishing Service.

Furthermore, the solution to overcome the grammatical errors made by students is to practice making sentences using the correct grammar. Grammatical errors occur due to lack of student practice in use grammar, then the right solution is to practice more and also have to memorize the correct grammar order.

Furthermore, the solution to students' difficulties in writing analytical exposition is the difficulty factor in developing ideas or being confused when they want to start and end sentences. The solution to the difficulty of developing ideas is to create an outline before writing the text. Make note of things that are important points.¹²¹ At some important points that have been recorded can be developed into sentences. If it is difficult to start and end sentences, students can start with one sentence which is the main idea and then the development sentence from the main idea.

The solution to the last factor is about the teacher's teaching methods with the surrounding environment. The teacher's teaching method is one of the factors causing students' difficulties in writing analytical exposition texts because the teaching is too monotonous and the voice is not too loud so that in the end the students feel sleepy. This can be given a solution by holding ice breaking in the middle of learning or inserting fun games in between lessons. Fun games can also relate to the material being conveyed.

From the explanation above, the researcher can conclude that things that can be alternative solutions when students have difficulty writing analytical

¹²¹ Levine, M. (1993) Developmental Variaton Learning an Disorders. Educators Publishing Service.

exposition texts are by reading more books so that they have a wide vocabulary, increasing practice so that grammatical errors do not occur, noting important points first before developing them into sentences, so that there is no confusion when developing ideas and starting or ending sentences, and using teaching methods that are not monotonous such as adding ice breaking or fun games so that students are excited again and can absorb materi well so that students can write analytical exposition texts well and correct.



CHAPTER V

CLOSING

A. Conclusion

Referring to the research findings and discussion in the previous chapter, it can be conclude that:

1. The result indicated that students encountered three major problems in writing their analytical exposition; cognitive, linguistic, and psychological problems. Cognitively, most students had limited knowledge of the topic, problems with the structure of the text, the mechanism for capitalization, punctuation, and spelling, and difficulties in sharing ideas due to limited English vocabulary. Linguistically, students frequently encounter the two most challenging areas: vocabulary and grammar. Psychologically, students often found difficulties starting writing, lack of interest, laziness, and confusion in deciding sentence structures.
2. The students' of eleventh grade at MAS Al - Iman Ponorogo had do a lot of practice using grammar so that grammatical errors do not occur, get used to reading standard languages such as books and news so that students have standard language knowledge. Have no difficulty in compiling vocabularies in writing analytical exposition texts, using fun teaching methods so students do not get bored and insert a little fun games or ice breaking so that students are excited again. The material can be absorbed well by students, and also a supportive environment that is also comfortable when used for teaching and learning.

B. Recommendations

After getting the result of the study in this research, the researcher would like to give some suggestion as follow:

1. For the Institutions

The researcher recommends for institutions to always develop teaching and learning facilities so students and teachers can distribute material well.

2. For the English teachers

The resercher recommends to the teacher to be more creative and understand the students problem so the students do not feel difficult or confused when perform speaking.

3. For the students

The researcher suggests the students to be more learn and confidents during the writing activity.

4. For the future researchers

The researcher hopes this research to be beneficial for the future researchers to increase their knowledge about students difficulties in writing analytical exposition text.

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