

**AN ANALYSIS OF STUDENTS' LINGUISTICS AND COGNITIVE  
DIFFICULTIES IN WRITING ANALYTICAL EXPOSITION TEXT  
AT THE ELEVENTH GRADE OF SMAN 1 ABUNG SELATAN  
ACADEMIC YEAR 2023/2024**

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**Abstract:** The current research aims to identify the difficulties mostly faced by the students in writing Analytical Exposition Text students at the eleventh grade of SMAN 1 ABUNG SELATAN Academic Year 2023/2024. This research classified into descriptive qualitative approach. The researcher analyzed 22 students at the eleventh grade of SMAN 1 ABUNG SELATAN Academic Year 2023/2024 to analyze the types of wiring difficulties. The current research used instrument, namely writing test. The researcher value the students writing result by using Jacob (1981) writing rubric. The results of this study indicate that students made errors in content was 3 (1, 86%), in organization was 8 (4, 97%), in vocabulary was 16 (9, 94%), and in language use was 30 (18, 63%). The mechanical component was the highest percentage of errors made by students 104 (64, 60%). Based on the result, the dominant error faced by students was mechanic. Writing assessment provided to students can develop and motivate students' skills in writing, to revise and do their best in writing.

**Keywords:** writing difficulties, writing error, analytical exposition text

**Abstrak:** Penelitian ini bertujuan untuk mengidentifikasi kesulitan siswa dalam menulis Teks Analitik Eksposisi pada siswa kelas sebelas SMAN 1 ABUNG SELATAN Tahun Akademik 2023/2024. Penelitian ini diklasifikasikan ke dalam pendekatan deskriptif kualitatif. Peneliti menganalisis 22 siswa untuk mengetahui jenis kesulitan yang dialami siswa dalam menulis. Instrument yang digunakan pada penelitian ini adalah tes menulis. Peneliti menilai hasil tulisan siswa menggunakan Jacob (1981) rubrik menulis. Hasil dari penelitian ini menunjukkan bahwa siswa melakukan kesalahan pada aspek konten sebanyak 3 (1,86%), pada organisasi sebanyak 8 (4,97%), pada kosa kata sebanyak 16 (9,94%), dan pada penggunaan Bahasa sebanyak (18,63%). Aspek mekanik mendapatkan skor tertinggi dari kesalahan menulis yang dilakukan oleh siswa sebanyak 104 (64,60%). Berdasarkan hasil penelitian tersebut, sebagian besar siswa mengalami kesulitan pada bagian mekanik. Tes tertulis yang diberikan kepada siswa ini, dapat mengembangkan dan memotivasi keterampilan siswa dalam menulis, untuk merevisi dan melakukan yang terbaik dalam penulisan

**Kata kunci:** kesulitan siswa, kesalahan menulis, teks analitik eksposisi

## **I. INTRODUCTION**

Writing is one of the language skills that English learners should master (Abdjul et al., 2023; Hasibuan et al., 2020; Setiani et al., 2023). Mastering writing skills is important for English because writing can enhance communication skills, improve capability, hone imagination level of students and bolster academic success (Rae, 2020). According to (Falihah et al., 2022; Mertosono, 2023), communication is the activity using a sign to show the sounds, syllables or words of language with different mechanisms such as capitalization, spelling, punctuation, word form and function. Besides, writing is a one of the skill that aims to develop, express and arrange ideas into statements and paragraphs that will be the information to the readers. Following to Urquhart and McIver cited in (Elfira et al., 2018), writing is a process by the writer to deliver their thoughts understandable to the readers. To sum up, writing is crucial skill in mastering English (Purba & Putri Aprilia Kinanti, 2022; Reski et al., 2021).

In other hand, (Mertosono, 2023) there are four steps that involve in writing; pre-writing, text writing, revising, and editing. Pre-writing means making a preparation before writing a text and the first thing that writer should have is ideas about the topic. The next step is text writing. In this step helps the writer broaden, clarify, modify plan and idea, and arrange the content of the writing in a meaningful plot. Furthermore, revising is a process of re-arranging, adding or deleting paragraph, sentences or words; it is a key of an effective text. In this step, the writer also revises the text after writing it. The last step, editing, is an important part of the writing process. The writer will improve the text by revising any existing errors and

making the sentences clear and effective. Editing process involves adding, deleting, and re-arranging words to avoid clutter and to adjust the overall structure of the writing. Sudarkam.

Moreover, Rao in Yah (2010) explain writing in English as a second language has two advantages. In the first place, it helps students think critically, manage their ideas, and develop their summarization, analysis, and criticism skills. Second, it gives their learning process more vigor. It is evident that writing is critical to pupils' increased knowledge and success.

There are several types of texts that students in senior high school should master, namely narrative, recount, explanation, discussion, report, news report, Explanation, Hortatory Exposition, and Analytical Exposition. Texts have their own social functions, universal structures and linguistic features. Therefore, it is important for students to have a certain grasp of the text. One of them is analytical representation. Each of the text has its own communicative purpose. The aims of analytically elaborating a text is to demonstrate the reader's perception and move them to take immediate or future action (Richardson: 2007). Rustipa (2013:2) expresses the same idea. She explains that the purpose of an analytical expository text is to persuade the reader and to question the logical arguments, reasons, and connections of the statement. Therefore, the article should present sound reasoning to influence the reader.

To help students write analytic arguments effectively, they should master the linguistic features of the text. The main linguistic features are analytic representations; broad actors, various processes, present, passive, technical terms and cause and effect. In summary, analytical exposition texts are texts that report on

necessary topics. The purpose of the text is to influence the reader by sharing a logical argument. Furthermore, the text has a specific general structure that distinguishes it from other texts.

Analysis text is factual text that contains specific information. It includes the author's views and arguments on specific issues or phenomena. Nurlatifah & Yusuf (2022) pointed out that an analytical expository text is an argumentative text that requires the author to be creative when sharing his or her ideas. This article is intended to inform and convince the reader or listener that some issue exists. However, the exhibition text does not expect the reader to believe the author's arguments; it simply presents a view on a topic from different perspectives (Mertosono, 2023).

Ideally, the senior high school students should have the ability to master some English text because the teacher have been teach the text material since students in Junior high school. Mastering the English text is not a difficult thing because the teacher often used the practice to arrange the text based on the kinds of types and its topic. Besides that, the students in senior high school are expected have lots of vocabulary and strategies to find out their own writing process, so that when make a text they are not confused to express their ideas.

Based on interviewed conducted by researcher with the teacher who teach English at the eleventh grade on Tuesday, February 6<sup>th</sup>, 2024 of SMAN 1 Abung Selatan, there are some text that teacher was given for students, one of them is Analytical Exposition Text. And based on interviews conducted by researcher with students in the eleventh grade of SMAN 1 Abung Selatan which was conducted on January, 2024, Students found difficult in writing tasks, such as difficult to determine ideas critically,

use grammar correctly and arrange the text perfectly.

In actuality, the students said that there are numerous issues with text writing based on their early investigation especially analytical exposition text. The problem that faced by students such as have no ideas, lack of vocabulary, cannot use the right grammar based on the text type, and also not confident to show or write them ideas. They still have the difficulties when writing a text.

The research that concentrated on students' challenges in creating analytical exposition texts discovered several related prior studies. The first study, "An Analysis of students' writing difficulties Analytical Exposition text at XI grade of MA," was carried out by Rosmina dkk in 2021. Huda Miftahul Sungai Luar. The study's findings indicated that the most common writing challenge faced by students writing analytical essays was their inability to organize their thoughts into coherent, lengthy sentences. It indicates that there are physiology-related challenges.

The second research is conducted by (Nurjanah, 2018). The title of the research is "The Difficulties of Senior High School Students in Writing Analytical Exposition Texts difficulties of XI IPA 2 student of SMAN 3 Bengkulu Tengah". The researcher clarified that the interview and the analytical exposition writing test provided the research's data. A total of 52.78% of pupils struggle with using simple present tense and passive sentences. Subsequently, 44.50% of pupils are unable to accurately write the argument.

The third studies was gained by (Pramono, 2019) with the research title "Systemic Functional Linguistics-Based Analysis of Students' Problems in Writing Exposition Text". The results of the analysis identified several challenges encountered by

students in writing exposition text including the use of impersonal pronoun to create more objective feeling and attitude toward the issue being discussed and the use of proper structure to show plurality.

Based on the explanation above, the researcher is interest to carry out the research with the title “An Analysis of Students’ Difficulties in writing Analytical Exposition Text at The Eleventh Grade of SMAN 1 ABUNG SELATAN Academic Year 2023/2024”

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The formulation of the problem in this research includes the following; the first what are the type of difficulties faced by students in writing analytical exposition text employed by students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024? The second what are the most type of difficulties faced by students in writing analytical exposition text employed by students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024?

Meanwhile, the objectives of the research to describe what are the difficulties mostly faced by the students in writing Analytical Exposition Text students at the eleventh grade of SMAN 1 ABUNG SELATAN Academic Year 2023/2024?

As well as the usage of the Research for teachers, this research can used for teachers in preparing, designing, and developing the writing text material and methods related to the students’ needs. Teacher will know the needs of students in writing in a text especially in analytical exposition text material. In addition, the

teacher can influence and motivate the students to improve their skill in writing. For students, the current research can improve students’ skills and experience in writing text by completing the writing test. It will be challenges for students to develop their vocabulary, and creativity in writing text. For neext researcher, the current research results can be an additional reference for the future researchers that conducting research in the same topic.

## **II. RESEARCH METHODS**

The design of the research was descriptive qualitative. Qualitative is a type of research approaches to determine the finding of the research question. Hatch cited in (Amelya & Baa, 2022) claimed that qualitative is aiming to examine reality around human’s behaviors in common setting and this study doesn’t start with any hypothesis. This study examined and described the phenomenon happened on the students writing difficulties when writing analytical exposition text.

The source of the research was the result from students’ worksheet writing analytical axposition text. It would be taken from students of eleventh grade MIA 1 students of SMAN 1 Abung Selatan because based on the teacher’s information and direction, this class was class with the lowest score in English subject. The class was consist of 22 students. The researcher analyze the students’ difficulties in writing analytical exposition text in SMAN 1 Abung Selatan academic year 2023/2024.

In this research, the instrument that will be used is a test. According to Arikunto (2013, p. 202) a test is used to measure the subject's ability or not and also to measure

how well the object's ability is. Brown (in A Muri Yusuf, 2015, p. 93) defines a test as a method to measure a person's ability, knowledge or performance in a particular domain. The type of test used in this research is analytical exposition text writing test. The topic of the writing test was "The Effect of Using Gadget for Students". Before giving the text, the researcher gave examples and explanation about analytical exposition text to make sure that students got lots of knowledge of the text. After that, the researcher guided the students to start wrote an analytical exposition text based on the theme given by researcher. The students should wrote a text minimum three paragraphs which was contain three structure of analytical exposition text; thesis, argumentation, and reiteration. Jacob et al cited in (Amelya & Baa, 2022) stated that the five aspect of writing text were content, language use, organization, vocabulary and mechanic.

The data collecting technique of the current research was through several steps. The first, writing text assessment was conduct for students with the topic that researcher was given before in handwriting form. After that, the researcher value or scoring the students writing result by using Jacob (1981) writing rubric. To determine the level of students' writing ability, the researcher categorized the students' writing result with 4 categories: excellent to very good, good to average, fair to poor and very poor.

Descriptive qualitative approach was use in this research. In this research, the analytical steps was adopted steps by Miles & Huberman (1994). There were three stage must be completed; data reduction, data presentation, and document analysis. Data reduction means summarizing, sorting out the fundamental things and looking for

subjects and design. The researcher reduces data from the test from the difficulties and strategies faced by students in writing analytical exposition text. Thus, data presentation entailed the researcher presenting the data after condensing it into a brief description and drawing a conclusion.

### **III. RESULTS AND DISCUSSION**

This chapter presented the research result and discussion of data from student's task in writing analytical exposition text. The research was conducted at SMAN 1 Abung Selatan on June, 5th 2024 and took one class consist 22 students of MIA 1 of SMAN 1 Abung Selatan.

Finding out the students difficulties in producing analytical exposition texts is the objective of this research. It is vital to talk about the research outcomes after they have been analyzed. The purpose of this study is to identify the most common difficulties made by students when producing analytical exposition text as well as the difficulties they run into. Upon examination of the data using the writing component of the Jacob et al. (1981) analytical scoring profile, it was discovered that some writing difficulties were made by the students. The students made the fewest difficulties in content there were 3 difficulties and organization with only 8 difficulties. This occurs as a result of pupils' strong idea development and familiarity with the material covered in the text. Nonetheless, with 104 difficulties, the mechanical aspect was where the students made the most difficulties.

Students have little mastery of vocabulary and find it hard to differentiate the vocabulary because they do not

understand the meaning, they find it difficult to distinguish tenses and arrange words into a correct sentence, and they have difficulty correctly using proper punctuation, capitalization, and spelling. Those difficulties are caused by the lack of vocabulary, the lack of grammar proficiency, and students writing in a hurry.

The most difficulties faced by students in SMAN 1 Abung Selatan were mechanics aspect whis is they made difficulties in using punctuation, capitalization and spelling word. It can be concluded that students lack of reading activities because if they often read a text, they will get used to using or encountering these words. So, errors in spelling, punctuation and capitalization can be minimized.

The result of this research is in line with the research carried out by Nurjanah (2018) "The Difficulties Of Senior High School Students In Writing Analytical Exposition Texts difficulties of XI IPA 2 student of SMA N 3 Bengkulu Tengah" who found that students difficulties in the use of passive sentence and in the use simple present tense or in language use aspects. The result is similar with reason that can occur because students still difficult to deliver the arguments by using simple present tense.

This research is different but no much with the research carried out by Rosmina et all (2021) "An Analysis of Students' Writing Difficulties" who found that students have difficulty in developing ideas in long sentences. It means that they are difficulties in physiology difficulties. In this case, the result can be argue that student also have difficulties in using language use but the most difficulties is in mechanic that means they are difficult in cognitive. Second, also research from (Pramono, 2019), "Systemic Functional Linguistics-Based Analysis of Students' Problems in Writing

Exposition Text". The results is show that students have difficulties in the use of impersonal pronoun to create more objective feeling and attitude toward the issue being discussed and the use of proper structure to show plurality. In general, the difficulties is similar because some students also have difficulties in the use of proper structure. But, spesifically, the current research found that the most difficulties based on student's result of writing Analytical Exposition text is mechanic and it is categorize in cognitive difficulties.

Based on these findings, it can also be concluded that students make a lot of mistakes in every aspect, but the most difficulties are in the mechanical aspect. Students experience difficulties in mechanical aspects including spelling, use of capital letters and punctuation. So according to Bryne as quoted in Alisha et al., (2019), the difficulties that students most often face can be concluded that students experience cognitive difficulties.

#### **IV. CONCLUSION**

According to research done at SMA Negeri 1 Abung Selatan the academic year 2023/2024, students make difficulties when it comes to writing. There are two types of difficulties in writing, namely linguistic and cognitive difficulties. Based on the research result, it can be concluded that the type of student's difficulties was Cognitive difficulties and the most type of difficulties was mechanics. The frequency of difficulties in content was 3 (1,88%), in organization was 8 (5,00%), in vocabulary was 15 (9,38%), and in language use was 30 (18,75%). The mechanical component was the highest percentage of difficulties made

by students 104 (65%). It can be concluded that generally students have difficulties in mechanics that include spelling, capitalization, and punctuation. Then, students also have difficulties in using the correct tenses, vocabulary, and sentences

too. Based on the explanation above, it can be conclude that there are many difficulties made by students. In this case, the most difficulties faced by students is mechanic and it categorize into cognitive difficulties.

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