

An Analisis Of Students' Ability In Writing Analytical Exposition Text

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Abstrak

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan kemampuan keseluruhan siswa kelas sebelas dalam menulis teks eksposisi analitis dan secara khusus mengidentifikasi kesulitan paling signifikan mereka di kelima komponen penulisan: Isi, Organisasi, Kosakata, Tata Bahasa, dan Mekanika. Desain penelitian ini adalah penelitian deskriptif. Sampel terdiri dari 30 siswa kelas sebelas AKL 1 di SMK Negeri 2 Padang, yang dipilih menggunakan purposive sampling. Instrumen utama pengumpulan data adalah tes menulis, dan hasilnya dianalisis menggunakan rubrik penilaian tes menulis untuk menentukan nilai rata-rata siswa dan tingkat kemahiran mereka untuk setiap komponen. Penelitian menemukan bahwa kemampuan menulis siswa secara keseluruhan termasuk dalam kategori baik, dengan nilai rata-rata 78. Siswa menunjukkan kinerja yang baik pada komponen Isi, Organisasi, dan Mekanika. Namun, analisis mengungkapkan bahwa kesulitan paling kritis mereka adalah pada komponen Kosakata, yang secara signifikan memengaruhi ketepatan dan kekayaan penggunaan bahasa mereka dalam menyampaikan ide-ide kompleks. Kesimpulannya, kemampuan siswa dalam menulis teks eksposisi analitis berada pada tingkat sedang hingga baik. Kendala utama yang menghambat peningkatan kemampuan adalah kurangnya penguasaan kosakata.

Keywords: Kemampuan Menulis, Teks Eksposisi Analitis.

Abstract

This research aims to analyze and describe the overall ability of eleventh-grade students in writing analytical exposition text and specifically to identify their most significant difficulties across the five components of writing: Content, Organization, Vocabulary, Grammar, and Mechanics. The design of this research is descriptive research. The sample consisted of 30 students from eleventh-grade AKL 1 at SMK Negeri 2 Padang, selected using purposive sampling. The primary instrument for data collection was a writing test, and the results were analyzed using the scoring rubric for writing test to determine the students' average score and their proficiency level for each component. The research found that the students' overall writing ability fell into the good category, achieving an average score of 78. Students performed well in the components of Content, Organization, and Mechanics. However, the analysis revealed that their most critical difficulty was in the Vocabulary component, which significantly affected the accuracy and richness of their language use in conveying complex ideas. In conclusion, the students' ability in writing analytical exposition text is at a moderate-to-good level. The primary constraint hindering higher proficiency is the lack of vocabulary mastery.

Keywords: Writing Ability, Analytical Exposition Text.

INTRODUCTION

Language is essential to human life, primarily as a tool for communication. The closer relationship between conceptual thinking and linguistic behavior makes language inseparable from communication. One of the dominant international languages is English, which is used in variety of contexts, both in daily life and in academic settings. English has become a major language in the world, facilitating interaction between individuals from different countries.

In the industrial revolution era, English is needed in various fields, such as business, politics, culture, communication, and education. Therefore, teaching English as a foreign language has become a compulsory part of the education curriculum, starting from junior school to university level. In learning English, there are four skills that must be mastered:

reading, speaking, listening and writing. Among these skills, writing plays a crucial role, especially as a means to convey complex thoughts and structured arguments in various forms.

Writing is an activity that conveys information through language with a specific purpose. According to Graham & Perin, (2021), writing is a skill that involves various processes, including planning, writing, and revising. Nunan, (2020), writing is the mental activity of developing ideas, deciding how to communicate them, and structuring them into statements and paragraphs that are understandable to a reader. In addition, Brown, (2020) Writing is a complex activity, which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Grenville, (2020) there are three purposes of writing: the first, to entertain. Writing to entertain generally takes the form of imaginary or creative writing. Harmer, (2021), the writing process consists of steps that lead to a finished piece of writing. Good writing skill allows individuals to express ideas, opinions, and convince others. In the Merdeka curriculum, high school students are required to acquire various textual categories or genres, including descriptive, narrative, recount, procedure, report, explanation, exposition, analytical exposition, and hortatory exposition.

The importance of writing is heavily emphasized, and one of the genres that students must master is the analytical exposition text. According to Cahyono, (2021) analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. Furthermore, Damayanti et al., (2020) states that an analytical exposition is one of argumentative essay. Analytical exposition text aims to convince readers of a view by presenting arguments supported by relevant evidence. Based to the curriculum, the competency standards for this text include analyzing the social function, general structure, and linguistic features of both oral and written texts. The social function of analytical exposition text is to convince the audience that the ideas presented are important. According to Nurlatifah & Yusuf, (2022) The generic structures of analytical exposition text consist of thesis, argument, and reiteration or conclusion. The thesis introduces the issue that will be discussed. The general structure of this text consists of a thesis, arguments, and reiteration, while the main linguistic elements include modals, verbs, and conjunctions.

Based on experience in teaching practice at SMKN 2 Padang was found several problems faced by the students. The first problem was the lack of variety and development in students' ideas, resulting in repetitive and unconvincing writing. The second problem was organization. Students have difficulty in organizing the arguments in their writing. They whole their arguments randomly and out of sequence, making their writing unclear and difficult to understand. This makes it difficult for the reader to follow the writer's train of thought and reduces the strength of the writing in convincing the reader. The third problem was related to mechanic. Students faced difficulties in understanding spelling and punctuation within paragraphs, as well as in employing effective sentence structures and appropriate writing techniques to express their ideas. As a result, the writing becomes difficult to understand and unreadable. The fourth problem was grammar. Many students have problems with grammatical, which further complicates their writing process. The last problem was students' lack of vocabulary. Many students have limitations in relevant vocabulary, making it difficult for them to express their thoughts clearly in writing and also having difficulty in making related and aligned writing and can explore foreign language skills (Marzona et al., 2023).

RESEARCH METHOD

The design of this research is descriptive research. According to Arikunto, (2021) it was research designed to find out the circumstances, conditions or other circumstances mentioned, the results of which are presented in the form of a research report. In short, a descriptive research paper describes the existing conditions and phenomena that are used to obtain information and answer research questions. This study examines the analytical exposition text writing ability of eleventh grade AKL students at SMK Negeri 2 Padang.

FINDING AND DISCUSSION

The researcher provided a detailed explanation of the analytical exposition text, structure analytical exposition text including its key thesis, arguments, reiteration. The students were given 90 minutes to complete their writing, with the theme advantages and disadvantages using smartphone. In assessing their writing, attention was focused on the fundamental writing components, which consist of content, organization, mechanics, grammar and vocabulary. Based on the research questions, the researchers showed the finding of the research as follow:

1. How was the students' ability in writing analytical exposition text in eleventh grade at SMK Negeri 2 Padang?
2. What were the difficulties faced by students in writing analytical exposition text?

To the number one research question is about students' ability in writing analytical exposition text in eleventh grade at SMK Negeri 2 Padang, it was found that students' writing analytical exposition text was moderate with the average score of 78. The results had that 9 students scored high, with the percentage 30% of the students had high quality writing. Furthermore, 15 students scored moderate, with the percentage 50% of the students' writing was of moderate quality. In addition, 6 students scored low, with the percentage 20% of the students had low quality writing.

Table 1. The Percentage Students in Writing Analytical Exposition Text at Eleventh Grade Of SMKN 2 Padang

Category	Frequency	Percentage
High	9	30%
Moderate	15	50%
Low	6	20%
Total	30	100%

The findings show that the students' writing performance was relatively good in content (21.6%), organization (21.2%), mechanics (20.7%), and grammar (20%). This suggests that the students were generally able to develop ideas, arrange them into a logical sequence, and maintain an acceptable level of formal accuracy in their writing. This result is reasonable because content, organization, and language quality are not identical dimensions of writing ability. Keller et al. (2024) found that EFL writing performance varies across content, structure, and language quality, and that language quality tends to be the weakest aspect, while structural development is often stronger. In a similar vein, Apridayani et al. (2024) reported that grammar and vocabulary were the most problematic aspects of students' writing, followed by mechanics, indicating that students may understand how to organize a text even when linguistic control is still limited.

The most significant difficulty in this study was vocabulary (16.5%). This finding indicates that although the students could organize and present ideas fairly well, they still had trouble selecting accurate and appropriate words to express arguments in an analytical exposition text. Vocabulary plays a central role in this genre because students need precise lexical choices to state claims, provide reasons, and connect ideas persuasively. This interpretation is supported by Lötscher et al. (2025), who found that EFL learners made more lexical than grammatical errors and concluded that vocabulary posed a greater challenge than grammar in argumentative writing. Likewise, Taye et al. (2024) reported that vocabulary and grammar were the most challenging aspects of English writing among undergraduate students. Apridayani et al. (2024) also noted that students frequently struggled with vocabulary accuracy and appropriate word choice when writing paragraphs and essays in English.

Compared with previous studies, the present findings are relatively positive in the areas of content and organization. Kulsum and Khodijah (2025), in their study on analytical exposition writing, found that many students still faced problems in organization, vocabulary, grammar, mechanics, and content, with organization emerging as one of the major difficulties. Similarly, Nenotek et al. (2022) found that university students experienced severe difficulties in content and organization, especially in developing ideas, maintaining focus, and arranging arguments logically. Therefore, the good performance in content and organization found in the present study may indicate that the students had already gained a basic understanding of the generic structure and logical flow required in analytical exposition writing. However, because vocabulary remained the weakest component, instructional improvement should focus more on vocabulary enrichment, especially topic-specific words, academic expressions, and lexical patterns commonly used in argumentative writing.

CONCLUSION

Researchers have conducted a study on students' abilities in writing analytical exposition text at eleventh grade of SMK Negeri 2 Padang, specifically in class XI AKL 1. Based on the data analysis and research findings in the previous chapter, there are conclusions in this study: first, Students' ability in Writing Analytical Exposition Text of Second Grade using quantitative descriptive method was generally in the Good category. Second, Students' ability in Writing Analytical Exposition at Eleventh Grade using descriptive qualitative was Good category.

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