

AN ANALYSIS OF STUDENTS' WRITING PROBLEMS IN ANALYTICAL EXPOSITION TEXT

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ABSTRACT

Mastering writing skills is very important in learning English because writing is a productive skill that allows students to express ideas, thoughts and information in a structured and clear way. In practice, many students experience various difficulties moreover when they have to write an analytical exposition text. This study tried to seek a deep understanding related to the phenomenon of problems faced by students in writing analytical exposition text. This research employed qualitative descriptive method by distributing questionnaire (20 items). 33 students from one of Senior High Schools in Bandung, participated as the object of this study. They were selected using purposive sampling technique. Based on the result of the questionnaire, there are five components of writing namely: Organization, Vocabulary, Grammar, Mechanics, and Content. Majority of students (65%) experience problems in organization, shown by mean score of 2,5. On the other hands, there were more than 50% students experienced difficulty in vocabulary mastery. Besides, almost half of students, with mean score: 2,09, stated that they were confused about correct grammar. Then the majority of students (55%) answered that they had difficulty in mechanics including punctuation, spelling and capital letters. Lastly, most students (shown by the highest mean score) answered content provokes their problems in writing. However, it is necessary for educators to emphasize these areas in their lesson plans in overcoming students' writing challenges and improve their ability to produce an effective analytical exposition text.

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1. INTRODUCTION

Mastering writing skills is very important in learning English because writing is a productive skill that allows students to express ideas, thoughts and information in a structured and clear way. The process of writing forces students to use grammar and vocabulary appropriately. By practicing writing, students can improve their mastery of grammar, expand their vocabulary, and understand how to construct complex sentences. In addition, writing requires the ability to think critically and analytically

for example in writing expository or argumentative texts. In this case, students must be able to formulate ideas, analyze information, and present logical arguments. Therefore, by mastering writing skills, students are not only able to improve their overall English language skills, but also to prepare themselves to face challenges in the academic and professional world. Additionally, writing skills is considered as one of the important language skills in learning English, especially in an academic context.

There are many texts that students need comprehend in learning English one of them is analytical exposition text (Kurniawati, 2022). According to Hermayanti & Gunawan (2024) this text aims to present a logical and structured argument regarding a particular issue, so it requires students to have a deep understanding of text structure, use of grammar, and critical thinking skills. However, in practice, many students experience various difficulties in writing analytical exposition texts. For example: Students often experience difficulty in arranging texts according to the appropriate organization, Such as thesis statements, arguments and reiteration. Most students tend not to understand the function and logical relationships between parts of the text, which impacts the unity and coherence of their writing. Other problems arise in the students' students' ability to use appropriate vocabulary and correct grammar are also major obstacles. Errors in the use of words and complex sentences often reduce the clarity of the arguments presented. However, this phenomenon has attracted the attention of many researchers, especially in the field of writing skills.

Previous studies related to this issue have been conducted by many researcher, one of them is a research by Alisha et al. (2019). The purpose of this study was to find out student's difficulties in writing English. The data was collected by using single data collection method, it was questionnaire. There are some significant gaps between this research and the previous one, it was in the purpose of the study. This research is more specific to a certain text, it was analytical exposition text. whether the previous one is in general. However, this study tried to seek a deep understanding related to the phenomenon of problems faced by students in writing analytical exposition text.

2. METHOD

This research employed qualitative descriptive method to analyze students' problem in writing analytical exposition text by distributing questionnaire. The questionnaire contains 20 items which are related to five writing components based on Novita (2017), namely: Organization, Vocabulary, Grammar, Mechanic, and Content. It was distributed to 10th-grade students of a senior high school in the Bandung District. Consisting of seven classes categorized by levels, namely MIPA 1 to MIPA 7, the researcher chose only one class, which was considered an elective class. Based on the teacher's explanation, 85% of the students in this class have good English skills. This was the reason why the researcher decided to conduct a study in this class, as the researcher was interested in analyzing the problems students experience when writing analytical exposition texts, even among students with good

English proficiency, to determine whether they still face challenges in writing. In this study, 33 students participated to address the problems faced by students in writing analytical exposition texts using purposive sampling technique. Before the questionnaire was distributed, the students were first asked by their classroom teacher to analyze the available analytical exposition text. Afterward, they were instructed to create their own analytical exposition text. Considering that the students already had experience in writing analytical exposition texts, the questionnaire was then distributed with the expectation that the students could provide a clear depiction of the problems they faced when writing such texts. Additionally, the data from the questionnaires were calculated by measuring the mean score and percentages of each response and were further verified through the students' writings to determine whether similar problems occurred in actual writing activities.

3. FINDINGS AND DISCUSSIONS

This section provides the data resulted from questionnaire and interview session. The first finding is related to the level of FLCA experienced by students in learning English. To obtain this data, the questionnaire was distributed to the students using 5 Likert Skale. The results of from questionnaire were calculated manually by calculating the percentages of each level. The researcher divided the level of FLCA into three categories namely low, moderate, and high level of anxiety based on Nurhaeni (2019) classification. The range of classification is presented below:

Based on the result of the questionnaire, there are five components of writing namely: Organization, Vocabulary, Grammar, Mechanics, and Content. The researcher explains the results of the questionnaire qualitatively based on the percentage that used the simple statistical formula. The following are the results of the questionnaire obtained:

Tabel 1. Percentages for each Indicators

No	Indicators	Mean Score
1	Organization	2,5
2	Vocabulary	2,3
3	Grammar	2,09
4	Mechanics	2,1
5	Content	2,7

In the explanation of the table above, the indicators for organizing the sum of student results using a questionnaire can be seen from the number of mean scores. Based on twenty items asked to students via a questionnaire about organization, the majority of students (65%) answered problems in organization when writing texts shown by mean score of 2,5. This often occurs because students feel they cannot think of an introduction, and students feel confused about placing words between identification and description. This is in line with the study from Siddiqui (2020) which showed that students struggled to produce well-structured and organized writing moreover in his study, remedial

exercises were conducted to develop students' writing skills. Next point is vocabulary that is too difficult to understand when writing texts for class 10 students at senior high school level. There were more than 50% students experienced difficulty in vocabulary mastery. This problem often occurs because student feel unable to describe something due to limited vocabulary, which makes them make mistakes in writing. According to Kamil & Hiebert (2005), vocabulary refers to an individual's collection of known words. Besides, grammar is also one of the difficulties students have when writing analytical exposition text. Based on student questionnaire, it showed that almost half of students, with mean score: 2,09, stated that they were confused about correct grammar. This proved that almost half of the student is very weak in grammar similar to the findings from Ajaj (2022) it has been found that students at different levels encounter numerous challenges and obstacles in mastering grammar. According to Hans & Hans (2017), grammar of language is the set of rules that makes language go. It shows how words are arranged to form meaningful units. Mechanics is also a problem for students when writing texts. Because based on the answer questions, the majority of students (55%) answered that they had difficulty in mechanics including punctuation, spelling and capital letters. This shows that almost half of their students always use the wrong punctuation marks. Therefore, the placement of punctuation marks greatly influences the writing of a text. According to Chaer (2006), punctuation is very important in writing, because it helps to understand the meaning of the writing. The content also discusses the obstacles faced by students in writing analytical exposition texts in class 10 of senior high school in Bandung. Because based on the students' answers from the questionnaire, most students (shown by the highest mean score) answered that they have difficulty in exploring their ideas when writing analytical exposition texts, and lack of reading is an important problem. This is in line with James & Brookfield (2014), that it requires students to think imaginatively about creating concepts and connecting each sentence and paragraph cohesively. All the five indicators above would be explained in more detail as follow:

The first component is **organization**. Organization is the arrangement and rules of various parts, so that they become one orderly and orderly whole. Students must organize the text correctly. These concepts must be properly stated, well-organized, logically linear, and cohesive. As a result, this method enables students to clearly explain their thoughts. This questionnaire contains four elements or statements as writing components that they employ. The following are the findings from a questionnaire administered to 33 students.

Table 2. Component Writing: Organization

Item	Mean Scores	Score			
		1	2	3	4
1	3,3	0%	21,2%	21,2%	57,6%

2	3,4	0%	6%	45,5%	48,5%
3	3,2	0%	9,1%	63,6%	27,3%
4	2,8	6%	75,8%	15,2%	3%

Based on table above, for statement 1 and 2 got the highest mean scores 3,3 and 3,4. For statement 1 the highest answer strongly agrees with a percentage of 57.6%, the answer agrees with a percentage of 21.2%, the answer disagrees with a rate of 21.2% and the answer strongly disagrees with a percentage of 0%. The highest percentage of problems was in the strongly agreed category, where 57.6% of students stated this. This shows that more than half of the students with organizational deficiencies are still lacking in preparing the introduction, content, and conclusion. Therefore, this problem often occurs because students feel they cannot think about the introduction. This is in line with the theory of Novita (2017) that in organizing ideas must be stated clearly, well organized, logically sequential, and cohesive to create good writing. For item no 2, the highest answer was strongly agreed with a rate of 48.5%, the answer agreed with a rate of 45.5%, the answer disagreed with a rate of 6%, and the answer strongly disagreed with a rate of 0%. The highest percentage was in the strongly agree category, where 48.5% of students said so. However, it is also indicated that most of the students experience problems in placing words between identification and description. Therefore, this problem often occurs because students feel confused about placing words between identification and description. This is in line with the theory of Novita (2017) that organizing words between identification and description must be cohesive and relevant to produce good writing.

Furthermore, for the next item, it is item 3. The highest answer agreed with a rate of 63.6%, the answer strongly agreed with a rate of 27.3%, the answer disagreed with a rate of 9.1%, and the answer strongly disagreed with a rate of 0%. The highest percentage was in the agreed category, where 63.6% of students said so. The mean score shows 3,2 which means that less than 80% of the students experience difficulties in writing analytical exposition texts and are unable to connect identification and description. Therefore, this problem often occurs because students feel unable to connect between identification and description. This is in line with the theory of Novita (2017) that organization connecting identification and description is very necessary for writing to produce good writing. Apart from that, for statement 4, perceived the lowest mean score with the highest answer was disagreed with a rate of 75.8%, answer agree with a rate of 15.2%, answer strongly disagree with a rate of 6%, and answer strongly agree with a rate of 3%. The highest percentage was in the disagree category, where 75.8% of students said so. This shows that almost all students have no problems with the facts presented in the text. Therefore, this problem can still be resolved by students. Manser (2014) states that facts in writing

are information related to real aspects of life. Facts are things (circumstances, events) that are reality, something that exists or happened.

The second component is **Vocabulary**. According to Afna (2018), vocabulary is a crucial component of learning English for understanding and expressing all ideas in writing or speaking. Students should use acceptable terminology and idioms when writing their texts. This questionnaire also has four elements or statements, the same as the previous component. The following are the findings from the questionnaire given to 33 students in the vocabulary component.

Table 3. Component Writing: Vocabulary

Item	Mean Scores	Score			
		1	2	3	4
5	3,4	0%	6%	48,5%	45,5%
6	3,4	0%	0%	60,6%	39,4%
7	3,3	3%	3%	54,5%	39,5%
8	3,5	0%	3%	39,4%	57,6%

Based on table 3, statement 5 and 6 perceived the same and highest mean scores, namely: 3,4 which means that almost students experience problem in vocabulary mastery. For item 5, the highest answer was agreed with a rate of 48.5%, answer strongly agreed with a rate of 45.5%, answer disagree with a percentage of 6% and answer strongly disagree with a percentage of 0%. The highest rate of questions was in the agreed category, where 48.5% of students said so. This shows that almost half of the students have difficulty describing something because of limited vocabulary. Therefore, this problem often occurs because students feel unable to describe something due to limited vocabulary, which makes them make mistakes in writing. According to Kamil & Hiebert (2005), vocabulary refers to an individual's collection of known words. This statement implies that vocabulary is a collection of words that every person understands. In Addition, for statement 6 the highest answer is agreed with a percentage of 60.6%, the answer strongly agree with a percentage of 39.4%, the answer disagree with a percentage of 0% and the answer strongly disagree with a percentage of 0%. The highest level of questions was in the agree category, where 60.6% of students said so. This shows that almost half of their students experience always writing with repetition of words in each sentence when writing text. Therefore, this problem most often occurs because students do not recommend repetition. This is in line with the theory according to Saraswaty (2018) that repeated words can make it difficult for readers or listeners to understand them. Listeners or readers will also get bored because it is too much.

Furthermore, statement 7 got the lowest mean scores among the other items, it was 3,3. It is indicated that 82,5% students have limited vocabulary. The highest answer of this item was agree with a rate of 54.5%, the answer strongly agrees with a rate of 39.5%, the answer disagrees with a rate of 3% and the answer strongly disagrees with a rate of 3%. The highest level of questions was

in the agreed category, where 54.5% of students said so. This shows that almost half of their students always use monotonous vocabulary. Therefore, this problem often occurs when writing a text. The same thing with repetition, using monotonous vocabulary is also not recommended. This is in line with the theory according to Susanto (2017) Using monotonous words is easy because it does not require diverse vocabulary. Especially if you are required to use certain keywords when writing. However, if used excessively, it will make writing or speaking uninteresting.

Lastly, for statement 8 which got the highest means scores, it implies that almost 90% of the students have problems in vocabulary arrangement. It was shown by the highest answer of this item was agree with a rate of 57.6%, the answer strongly agreed with a rate of 39.4%, the answer disagreed with a rate of 3% and the answer strongly disagreed with a rate of 0%. The highest level of questions was in the agreed category, where 57.6% of students said so. This shows that almost half of their students have difficulty arranging words well in writing texts. Therefore, this problem occurs because of the student's lack of understanding or knowledge of vocabulary. This is in line with Mariana et al. (2018) which emphasizes the importance of knowing vocabulary in current English writing and its role in learning. Writing skills are acquired through continuous work and practice. When students are focused and enthusiastic about writing, their writing ability improves. Additionally Nunan (1991) stated that in learning a language, students must first develop their writing skills and vocabulary.

The third component is **Grammar**. Based on White (2003), grammar is a language study that explains the relationship between words. This relationship serves as a strong foundation for those who use the language. Students must use correct sentence construction, avoid agreement problems, and structure the article correctly. This table has four elements or statements. The following are the findings from a questionnaire given to 33 students regarding vocabulary components.

Table 4. Component Writing: Grammar

Item	Mean Score	Score			
		1	2	3	4
9	3,1	0%	9,1%	66,7%	24,2%
10	3,3	3%	18,2%	24,2%	54,5%
11	2,1	12,2%	63,6%	21,2%	3%
12	3	15,2%	0%	54,5%	30,3%

Based on table 4, for statement 9, the highest answer was agreed with a rate of 66.7%, the answer strongly agreed with a rate of 24.2%, the answer disagreed with a rate of 9.1% and the answer strongly disagreed with a rate of 0%. The highest level of questions was in the agree category, where 67.7% of students said so. This shows that almost half of the students are very weak in grammar. Besides, this item got mean score of 3,1 which identified that less than 80% students belong to this problem. Grammar plays a crucial role in ensuring clarity and coherence

in writing. The results suggest that a significant portion of students struggles with mastering grammar, which aligns with Jackendoff (2003) assertion that grammar is foundational to the structure of a language. The mean score of 3.1 further emphasizes that while a notable percentage of students face difficulties, the issue is not universal. However, addressing these challenges is essential to improving overall writing proficiency, particularly in analytical exposition texts, where clarity and logical structure are key. These findings highlight the need for targeted interventions, such as focused grammar instruction or additional practice opportunities, to support students in overcoming their weaknesses and building their confidence in writing effectively.

Grammar determines how words are arranged to form meaningful units. However, for the 10 statements which received mean score of 3,3, the highest answer was strongly agreed with a rate of 54.5%, the answer agreed with a rate of 24.2%, the answer strongly disagreed with a rate of 18.2% and the answer disagreed with a rate of 3%. The highest level of questions was in the strongly agree category, where 54.5% of students said so. This shows that almost half of the students have problems using grammar. Therefore DeCapua (2017) also states that grammar is a way of placing words together so as to create one grammatical and acceptable sentences. This item becomes the main problem of this component, because related to the findings it is indicated that in total almost 90% students belong to this item. They felt not confidence and were afraid that the reader would not understand what they have written. It is similar to Budjalemba & Listyani (2020) saying that the lack of confidence and fear of miscommunication significantly impacts students' ability to express their ideas clearly and effectively. Such apprehensions may stem from inadequate mastery of grammar rules and limited practice in applying these rules in context (Hestiniingsih, 2016; Prasatyo et al., 2021). Consequently, these issues hinder students from fully demonstrating their potential in writing analytical exposition texts.

Furthermore, for statement 11 the highest answer was disagreed with a rate of 63.6%, answer agree with a rate of 21.2%, answer strongly disagree with a rate of 12.2% and answer strongly agree with a rate of 3%. The highest level of questions was in the disagree category, where 63.6% of students said so. This shows that almost half of the students are able to minimize errors in the use of grammar. Therefore, according to Dewi (2015) in learning English, one of the biggest problems faced by learners is grammar. Even though it is known that most of the students have repeated grammar lessons several times, they still consider grammar to be a problem (M. P. Dewi, 2019).

Apart from statement 12 the highest answer agreed with a rate of 54.5%, the answer strongly agreed with a rate of 30.3%, the answer strongly

disagreed with a rate of 15.2% and the answer disagreed with a rate of 0%. The highest level of questions was in the disagree category, where 54.5% of students said so. This shows that almost half of the students lack understanding of simple present tense when writing text. Therefore, John (2002) states that the simple present tense is used to express repetitive actions, thoughts, feelings, conditions, permanent facts, and routines. However, we can say that the simple present tense is one of the simplest tenses in grammar. The fact that grammar is difficult and confusing is true.

The fourth component is **Mechanics**. According to Yuliawati (2021), the initial phase in writing is mechanics, which includes letter identification, word acknowledgment, spelling, punctuation, and capitalization. Students must be proficient in writing conventions such as spelling, grammar, and capitalization. This table has four elements or statements. The following are the findings from a questionnaire given to 33 students regarding vocabulary components.

Table 5. Component Writing: Grammar

Item	Mean Score	Score			
		1	2	3	4
13	2,4	3%	66,7%	12,1%	18,2%
14	2,6	21,3%	24,2%	24,2%	30,3%
15	3,2	0%	24,2%	27,3%	48,5%
16	2	12,1%	72,8%	12,1%	3%

Based on table 5, Furthermore, for statement 13 the highest answer was disagreed with a rate of 66.7%, answer strongly agree with a rate of 18.2%, answer agree with a rate of 12.1% and answer strongly disagree with a rate of 3%. The highest level of questions was in the disagree category, where 66.7% of students said so. This shows that almost half of the students disagree that they are very weak in text writing mechanisms. Therefore, according to Yuliawati (2021), the initial stage in writing is mechanics which includes letter identification, word recognition, spelling, punctuation, and use of capital letters. However, for statement 14 the highest answer was strongly agreed with a rate of 30.3%, answer agree with a rate of 24.2%, answer disagree with a rate of 24.2% and answer strongly disagree with a rate of 21.3%. The highest level of questions was in the not strongly agree category, where 30.3% of students said so. This shows that almost half of their students always use the wrong punctuation marks. Therefore, the placement of punctuation marks greatly influences the writing of a text. According Chaer (2006), punctuation is very important in writing, because it helps to understand the meaning of the writing. Therefore, by using punctuation appropriately, the sentences in a paragraph are easy to understand and that there are no errors in the meaning conveyed by the writer.

Furthermore, for the 15 statements the highest answer was strongly agree with a rate of 48.5%, the answer agreed with a rate of 27.3%, the answer disagreed with a rate of 24.2% and the answer strongly disagreed with a rate of 0%. The highest

level of questions was in the not strongly agree category, where 48.5% of students said so. This shows that almost half of their students make mistakes in using capital letters when writing text. Therefore, it has become commonplace that when writing at the beginning of a sentence you have to use capital letters. This is in line with Yuliawati (2021), the initial phase in writing is mechanics, which includes letter identification, word acknowledgment, spelling, punctuation, and capitalization Furthermore, of the 16 statements, the highest answer was disagreed with a rate of 72.8%, answer agree with a rate of 12.1%, answer strongly disagree with a rate of 12.1% and answer strongly agree with a rate of 3%. The highest level of questions was in the strongly disagree category, where 72.8% of students said so. This shows that almost half of the students have been able to overcome problems when writing text, there is no difference between one sentence and another.

The fifth component is content. Based on Fellag & Education (2002) content is the essence of the message or discourse being communicated, as understood or received by the intended audience. It requires students to think imaginatively about creating concepts and connecting each sentence and paragraph cohesively. This table has four elements or statements. The following are the findings from a questionnaire given to 33 students regarding vocabulary components.

Table 6. Component Writing Content

Item	Mean Scores	Score			
		1	2	3	4
17	3,6	3%	0%	27,3%	69,7%
18	3,0	3%	15,2%	48,5%	33,3%
19	2,4	9,1%	69,7%	3%	18,2%
20	3,3	0%	12,1%	39,4%	48,5%

Based on table 6, for statement 17 the highest answer was strongly agreed with a rate of 69.7%, the answer agreed with a rate of 27.3%, the answer strongly disagreed with a rate of 3% and the answer disagreed with a rate of 0%. The highest level of questions was in the strongly disagree category, where 69.7% of students said so. This shows that almost half of the students do not have enough knowledge about the topic they want to describe. This is in line with Erliana et al. (2014) that sentence and paragraph should have unity and coherence, besides, it requires students to think creatively since creative writing tasks in improving students' critical thinking (Achilov, 2017) which is necessary for their academic success and future professional development. Unity and coherence in writing enable students to communicate their ideas effectively, ensuring clarity and logical flow in their arguments.

Furthermore, from statement 18, the highest answer was agreed with a rate of 48.5%, the answer strongly agreed with a rate of 33.3%, the answer disagreed with a rate of 15.2% and the answer strongly disagreed with a rate of 3%. The highest level of questions was in the agree category, where 48.5% of students said so. This shows that if they

have a lot of knowledge about the topic when writing the text, it will be easy to describe it. However, from statement 19, the highest answer was disagreed with a rate of 69.7%, the answer strongly agreed with a rate of 18.2%, the answer strongly disagree with a rate of 9.1% and the answer agree with a rate of 3%. The highest level of questions was in the disagree category, where 69.7% of students said so. This shows that the ideas they develop are in accordance with the topic they will take. Based on Ramírez (2006), the topic for students to write on should be related to their interests and experiences, besides, the teacher should develop pre-writing activities to enhance the generation of ideas in order to help students feel more engaged and motivated in the writing process.

Apart from that, for statement 20, the highest answer was strongly agreed with a rate of 48.5%, the answer agreed with a rate of 39.4%, the answer disagreed with a rate of 12.1% and the answer strongly disagreed with a rate of 0%. The highest level of questions was in the disagree category, where 48.5% of students said so. This shows that they write down the points they want to write first, which will make it easier to describe and organize when writing the text which was also suggested by Barrass (2005) in his book.

4. CONCLUSION

Based on twenty items asked to students via a questionnaire about organization, the majority of students (65%) experience problems in organization when writing analytical exposition texts shown by mean score of 2,5. This often occurs because students feel they cannot think of an introduction, and students feel confused about placing words between identification and description. Next point is vocabulary that is too difficult to understand when writing texts for class 10 students at senior high school level. There were more than 50% students experienced difficulty in vocabulary mastery. This problem often occurs because student feel unable to describe something due to limited vocabulary, which makes them make mistakes in writing. Besides, grammar is also one of the difficulties students have when writing analytical exposition text. Based on student questionnaire, it showed that almost half of students, with mean score: 2,09, stated that they were confused about correct grammar. This proved that almost half of the student is very weak in grammar. Mechanics is also a problem for students when writing texts. Because based on the answer questions, the majority of students (55%) answered that they had difficulty in mechanics including punctuation, spelling and capital letters. This shows that almost half of their students always use the wrong punctuation marks. Therefore, the placement of punctuation marks greatly influences the writing of a text. The content also discusses the obstacles faced by students in writing analytical exposition texts in

class 10 of senior high school in Bandung. Because, based on the students' answers from the questionnaire, most students (shown by the highest mean score) answered that they have difficulty in exploring their ideas when writing analytical exposition texts, and lack of reading is an important problem.

It can be concluded that there are some significant challenges in organization, vocabulary, grammar, mechanics, and content highlight experienced by students in writing analytical exposition text. However, it is necessary for educators to emphasize these areas in their lesson plans. For instance, structured writing exercises focusing on introductions and organization could be integrated into the curriculum. Additionally, providing explicit instruction on grammar rules and their application can help address students' confusion. By addressing this implication, educators can better support students in overcoming their writing challenges and improve their ability to produce coherent and effective analytical exposition texts.

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