

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING ENGLISH TEXTS AT THE ELEVENTH GRADE STUDENTS OF MAN 2 LUBUKLINGGAU

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Abstract

The objective of this study was to find out students' ability in writing English texts. This study used the descriptive qualitative method and data collected in writing analytical exposition text. The population in this study was the eleventh-grade students of MAN 2 Lubuklinggau. The subject of this study was XI IPA 4 considered 32 students who took a class by using purposeful sampling. Based on the result of the writing analytical exposition text the eleventh-grade students of MAN 2 Lubuklinggau were in "Good Criteria". The writer used five elements of writing for analyzing students' ability in writing English text. First was students' ability in content, there were 14 students with "Very Good", 16 students with "Good", and 2 students with "Fair". Second was students' ability in organization, there were 11 students "Very Good", 19 students "Good", and 2 students "Fair". Third was students' ability in vocabulary, there were 3 students with "Very Good", 15 students with "Good", and 14 students with "Fair". Fourth was students' ability in language use, there were 26 students "Very Good" and 6 students "Good". Fifth was students' ability in mechanics, there were 22 students "Very Good" and 10 students "Good".

Keywords: *Writing, Students' Ability, English Text, Analytical Exposition Text.*

INTRODUCTION

The writing abilities of students in Indonesia can be significantly improved through their major writings in Indonesia, and with that the quality of Indonesia as a multicultural country will be better. In Indonesia, writing skills can be in the form of

literary works, such as prose or poetry, or non-fiction writing such as articles, reports, essays, or letters. Writing is not just about getting the words out of one's mind and writing them down on paper or a computer. However, writing also involves the process of organizing ideas, planning the structure of writing, choosing the right words, and being able to convey messages clearly and effectively (Triyogo, 2023).

Writing is one of the skills that must be mastered by the students. They will use it to express ideas and emotional expressions because when they write their ideas and emotions creatively, students will produce good English texts. Indonesian students have many abilities, and one of them is writing ability.

Raimes (1983: 4) says there are some functions of writing for students, namely: to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). According to Ur (1991:163) that "the purpose of writing, in principle, is the expression of ideas, that conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing."

Writing is expressing ideas, opinions, or thoughts and feelings in writing. Writing is putting graphic symbols that represent language so that the text written can be understood by others (Suita, 2017). Writing skill in English is an ability that must have a lot of English vocabulary in order to be able to express creative ideas in writing English texts. However, writing is not only must have a lot of vocabulary in compiling a text but also correct grammar. Grammar is necessary because correct grammar also results in good writing texts (Qamariah et.al. 2020).

There are some kinds of writing styles, namely: narration, description, exposition, argumentation and explanation (Liunokas, 2020). At MAN 2 Lubuklinggau, there are some kinds of texts which are taught to the eleventh-grade students. One of them is analytical exposition text. Analytical exposition text is a text intended to provide and convince the reader with an argument about something that happened. An analytical exposition is a type of text in the form of spoken or written which is intended to persuade listeners or readers about something in a case. Analytical exposition text has the function to influence the reader's thinking (Zulfi, 2021).

Based on the data obtained from the interview with the English teacher at MAN 2 Lubuklinggau, it is known that students' ability in English texts is moderate. There were some students who achieved KKM and some students didn't achieve KKM. KKM for the eleventh grade is 72. However, even though there are students who achieved KKM, they also had difficulties because the students' Basic English was lacking. The difficulties happened by students were a lack of mastering English vocabulary and a lack of understanding of correct grammar, and that affected

students' abilities. However, the difficulties were overcome by the English teacher at MAN 2 Lubuklinggau by when in learning English the teacher looked for vocabulary and then gave them to the students to memorize, and to overcome grammatical difficulty was overcome by providing lots of practice examples and lots of methods were used. These methods are used by the teacher so that students' ability to write English texts can be increased.

Some studies had been conducted to discuss related to the cases above (Elfa, 2020; Oktaviani, 2016). These studies indicated that students' ability in writing English texts was categorized at a moderate or good level. The study by Elfa (2020) was as an example of the two previous studies entitled *An Analysis of Students' Ability and Problem in Writing Analytical Exposition Text*. The finding showed that the average score of the students in writing a thesis was 2.2, arguments were 2.7, reiteration was 2.3, language features (Simple present, passive voice and conjunction) were 2.3, vocabulary was 3.2 and mechanics was 4.3. Hence, the students' ability in understanding poetry was 2.9 which was categorized as unsatisfactory. Furthermore, they had some problems in writing thesis arguments, reiteration, language features (Simple present, passive voice and conjunction), vocabulary and mechanics. From the data gotten, it can be concluded that the students had unsatisfactory performance in writing analytical exposition text.

Based on some explanations above, the writer conducted a study entitled "An Analysis of Students' Ability in Writing English Texts at the Eleventh Grade Students of MAN 2 Lubuklinggau", with the aim to find out students' ability in writing English texts. The results of data analysis were obtained using a descriptive qualitative research design. The population in this study consisted of seven classes with a total of 230 students. The sample of students will be selected through purposeful sampling.

II. METHODOLOGY

This study used to use the descriptive qualitative research design because the study will be designed to analyze the students' ability in writing English texts. According to Gay, et.al, (2012:7) says qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numeric) data to gain insights into a particular phenomenon of interest.

III. RESULT AND DISCUSSION

A. Result

In this study, the writer found students' ability in writing English texts for the eleventh-grade students of MAN 2 Lubuklinggau. The study was conducted on Tuesday, July 24th, 2023 and the samples in this study were students of class XI. IPA 4. The writer used a purposeful sampling method to take the sample of this study.

When obtaining and collecting the data from students at MAN 2 Lubuklinggau, the writer gave a written test as an instrument so that the students understood the process of doing the given task.

The test analyzed consists of five aspects. The aspects analyzed were the content, organization, vocabulary, language use and mechanics in writing analytical exposition texts by students. Measurement of analytical exposition text based on Heaton's theory. There were explanations of students' ability in writing English texts, as follows:

a. Students' Ability to Write Analytical Exposition Text in *Content*

The writer presented students' ability from the results of writing analytical exposition texts to find out how these students' abilities were. Based on the result of the analysis, students' ability to write analytical exposition text in content, namely 14 students were "*Very Good*", 16 students were "*Good*" and 2 students were "*Fair*". So, it can be concluded that more students' abilities were good. However, the difference between the number of students who were very good and those who were good was not far. And also the number of fair students' abilities was only two students. The students were very good in content because they were able to write their opinion about the topic in general "*Transportation accident is an incident on the road that is unexpected*". They were able to give arguments to support the opinion "*Accidents often occur because they are dominated by human factors such as fatigue, not focusing*".

b. Students' Ability to Write Analytical Exposition Texts in *Organization*

The writer presented students' abilities from the results of writing analytical exposition texts to find out how these students' abilities were. The ability of students to write analytical exposition text in the organization after was analyzed by the writer that found, 11 students were "*Very Good*", 19 students were "*Good*", and 2 students were "*Fair*". So, it can be concluded that more students' abilities were good. However, the difference between the number of students who were good and those who were very good was not far.

c. Students' Ability to Write Analytical Exposition Text in *Vocabulary*

The writer presented students' abilities from the results of writing analytical exposition texts to find out how these students' abilities were. Based on the result of the analysis, students' ability to write analytical exposition text in vocabulary, namely 3 students were "*Very Good*", 15 students were "*Good*" and 14 students were "*Fair*". So, it can be concluded that more students' abilities were good. However, the difference between the number of students who were good and those who were fair was not far. And also the number of very good students' ability was only three students.

d. Students' Ability to Write Analytical Exposition Text in *Language Use*

The writer presented the students' ability from the results of writing analytical exposition texts to find out how the student's abilities were. The ability of students to write analytical exposition texts in language use after was analyzed by the writer that found, 26 students were "Very Good". 6 students were "Good", there were some errors, but in one text was only one or two errors. The example of an error from one of the students (ZRF) was that after "can" the verb does not use "s/es", and sometimes "to be (am, are, is" was misplaced.

e. Students' Ability to Write Analytical Exposition Text in Mechanics

The ability of students to write analytical exposition texts in mechanics was analyzed by the writer found, 22 students were "Very Good", and 10 students were "Good" because they had spelling errors such as RH students namely "occurrence" should be "occurrence", YW namely "vehicles" should be "vehicles" and NA namely "actinically" should be "accidentally". Furthermore, the student's ability in capitalization was very good, and all of the students were correct.

B. Discussion

Based on the results of the research, the writer used written tests in collecting data. In analyzing the written text data (analytical exposition text) the writer used 5 elements of writing. According to Heaton (1998:146) there are five elements of writing namely, content, organization, vocabulary, language use, and mechanics.

The result from five elements namely first was *content*, there were 14 students "Very Good" because they were able to explain their opinions about the topic in general as the opening in the text. They could give their arguments to support their opinions in the opening by giving more explanations and examples. They could give the conclusion in the last by showing the important point from many explanations about the topic in the closing. Then, 16 students were "Good" because they could explain their opinions about the topic in general as the opening in the text. They could give their arguments to support their opinions, but they lacked in giving their arguments so that lacked to make sure the reader. They could give the conclusion by giving the important point in the closing. And 2 students were "Fire" because they could give their opinions about the topic in general as the opening in the text. They could give their arguments to support their opinions, but they lacked in giving their arguments. They only write one sentence about their arguments, so that lacked to make sure the reader. They gave the conclusion by giving the important point in the closing, but they lacked in giving more explanation.

Second was *organization*, the ability of 11 students was "Very Good". They were able to give a very good explanation. The sentences are related to each other and didn't get out of the topic described, so that they resulted structured and connected written in the text. 19 students was "Good" because they explained in structured and connected every sentence. However, they lacked in showing expression in their writing, because she lacked in giving explanation, so the explanations were less convincing for readers. And then, "Fire" was when the students explained in

unstructured and unconnected sentences. They lacked in showing expression in their writing, because they lacked in giving explanations, so the explanations were less convincing for readers.

Third was *vocabulary*, 3 students were “*Very Good*” because they were able to use 125-150 words. 15 students were “*Good*” because they were able to use 100-125 words. And 14 students were “*Fair*” because they used less than 100 words. Fourth was *language use*, 26 students were “*Very Good*” because they were able to use the tenses. Then 6 students were “*Good*” because they were able to use tenses correctly in writing the sentence. Although, there were some errors, but in one text was only one or two errors. And then “*Fire*” was for the students who were able to use tenses in writing sentences, but he often made errors in tenses.

Fifth was *mechanics*, 22 students wrote of words “*Very Good*” because they were able to write the words with true spelling and capitalization, 10 students were “*Good*” because they wrote some errors in spelling and capitalization, and “*Fire*” was for the students who often repeated errors in spelling and capitalization in their writing.

CONCLUSION

The conclusion of this study is the student's ability in writing analytical exposition texts at MAN 2 Lubuklinggau with the criteria “*Good*”. The writer used five elements of writing for analyzing students’ ability in writing English text. First was students’ ability in content, there were 14 students with “*Very Good*”, 16 students with “*Good*”, and 2 students with “*Fair*”. Second was students’ ability in organization, there were 11 students “*Very Good*”, 19 students “*Good*”, and 2 students “*Fair*”. Third was students’ ability in vocabulary, there were 3 students with “*Very Good*”, 15 students with “*Good*”, and 14 students with “*Fair*”. Fourth was students’ ability in language use, there were 26 students “*Very Good*” and 6 students “*Good*”. Fifth was students’ ability in mechanics, there were 22 students “*Very Good*” and 10 students “*Good*”. So, from the results of students’ ability, many students were “*Fair*” in vocabulary. They lacked in mastering vocabularies so that made students less able to provide explanations.

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