The Profile of Undergraduate Students' Ability in Writing Exposition Text

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ABSTRACT
This research was aimed to identify the ability of first-semester students' class of 2023/2024 in writing analytical exposition texts according to CEFR level at Karangturi National University Semarang and identify the problems faced as well as solutions to these problems. The data were taken from students' writing products and the results of interviews with several students. Data analysis for assessment writing will use Ratnaningsih' theory and CEFR. This research used a mixed method. The results of this research showed that the highest aspect obtained by most students is content with the description mostly relevant to the points of writing but lacks detailed information and matches the purpose of an analytical exposition text. Meanwhile, the lowest aspect is mechanics with the description of occasional errors of spelling, punctuation, capitalization. In conclusion, the CEFR level of the student's writing results is at level C1, where at this level the text produced is clear and well-structured on a complex subject, showing the use of controlled patterns of organization, linking and cohesive devices. This is proven by the average score, which is included in the Good to Average category.

Keywords: Analytical Exposition Text, Writing Ability, CEFR

1. Introduction

English is one of the most important languages used in many countries as a means of communication and is utilized globally by 1.34 billion people, both as a mother tongue or a second language, and it is used as the language of science. In social media we also communicate with many people from other countries using English (Linda Ayu Kartika, 2019). Based on *Law on the National Education System (No. 20/2003)*, English is officially a compulsory subject in the curriculum in Indonesia. Therefore, English is one of the subjects that must be mandatory in schools and colleges. In Indonesia, English has been taught from elementary schools to universities. Thus, English has a crucial role in communicating various aspects, such as educational and commercial purposes. If students acquire the language, they will be able to communicate with the international communities.

In the field of education, both from elementary school to university, English subjects have been taught (Rezky Yuniarti, 2021). In English, there must be four important skills in it such as listening, reading, writing, and speaking, and even today, those skills are not considered sufficient due to the growing trend of multimodal texts that require the skills of viewing and representing (Donaghy, 2023). In this study, researchers focus on writing skills.

Understanding writing itself is one of the skills that individuals need to improve when learning a language, especially English as an international language (Aziza Restu Febrianto, 2021). According to Maulidina & Wibowo (2022), writing has several components such as grammar, punctuation, vocabulary, word selection, the organization of ideas and many more. First, grammar plays an important role especially in writing a text; the aim is to help the reader understand the content of the reading. When a text contains grammatical errors and mistakes, the readers will find it difficult to understand the text and uncomfortable in reading it. Therefore, in writing, grammar must be accurate.

The second is punctuation like an exclamation mark plays a crucial role to help the readers to show how the intonation emphasizes. It also can assist the readers to recognize the state of mind of the writer. Third, vocabulary is important in writing. By mastering many vocabularies, the writer can explore his/her writing deeper using idioms that can add value to a composition. Underscoring the importance of vocabulary acquisition, (Alqahtani, 2015) emphasizes that lexical know-how is principal to communicative competence and to the acquisition of a second language. Fourth, word selection is also important in writing skill, because if the use of vocabulary in writing is not in accordance with the context, the readers will not be able to understand the message conveyed. Another aspect of writing is the organization of ideas. It is also important and must be present when writing a text. What is meant by the organization of ideas is about Coherence and Cohesion to ensure between one sentence and another will be organized (Maulidina & Wibowo, 2022). In writing a text, ideas, therefore, must be connected to one another (Coherence) and one sentence to another must be connected and coherent (Cohesion) so that the text that we write can be well structured and coherent.

Linda Ayu Kartika (2019) states that English also has several types of texts (genres), namely narrative, procedure, recount, descriptive, exposition and so on. Researchers here focus on analytical exposition texts taught at Universitas Nasional Karangturi for students in the first semester of the 2023/2024 academic year. Analytical exposition is a text that explains the author's ideas or opinions about a particular phenomenon. According to Nurhamdah (2020), analytical exposition texts contain students mastering the topic with the purpose to provide arguments as support. This means college students should gain some knowledge that will be used to investigate the topic. The purpose of the analytical itself is to convince the reader that the topics presented are important topics to be discussed. Therefore, this text only contains the opinion of the author. This is why the researchers chose analytical exposition text. Researchers are interested in analyzing and focusing on students' ability to write analytical exposition text in the way they follow indicators in writing.

The researchers wants to identify that in Indonesia it seems to be only few investigated in a variety of resources or studies related to writing ability and comprehensive identification to determine the level of student writing at which level to use tools named CEFR (The Common European Framework of References for Languages: learning, teaching, assessment, 2020). It was created by the Council of Europe to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’. It was envisaged primarily as a planning tool whose aim was to promote ‘transparency and

coherence' in language education. The CEFR is a framework which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels, published by (Council of Europe, 2001).

Some of the research in Indonesia that uses CEFR is Reski et al (2021) entitled An Analysis of Students' Ability in Writing Analytical Exposition Text has the same focus as this research and other parts, but there are similarities and differences between this research and previous studies. The difference is that the participants in the previous research were held at high schools while this research was held at universities, the researchers conducted a survey with 25 students from science and social studies classes while this research conducted a survey of 5 students from the management department in semester 1 of the 2023/2024 academic year. Previous research used descriptive quantitative research design while this research uses mixed methods. Irwan et al (2018) entitled Students' Ability in Writing an Analytical Exposition Text at the English Department of Padang State University has the same focus as this research and other parts. The difference is that previous research used descriptive quantitative research design while this research uses mixed methods. Aprilia Dwi Permatasari (2018), entitled Error Analysis on EFL Learners' Analytical Exposition Writing, which has the same focus as this research and other parts. The difference is that the participants in the previous research were held at high schools while this research was held at universities and previous research used a descriptive qualitative method while this research used a mixed method. Nurhamdah (2020), entitled An Analysis of Students' Ability in Writing Analytical Exposition Text, which has the same focus as this research and other parts. The difference is that the participants in the previous research were held at high schools while this research was held at universities and previous research used quantitative and descriptive while this research used a mixed method.

In this study, the researchers will provide a review regarding the level of writing skills based on the CEFR. The first level is level A1. At this level, writers must be able to produce short texts, and simple postcards. The next level is level A2. At this level, writers must be able to produce short simple notes, messages, and personal interests. Besides that, the writer must be able to describe experiences and events, dreams, hopes, ambitions, and briefly give reasons and explanations for opinions and plans. The next level is level B1. At this level, writers must be able to produce simple, connected text on familiar themes. The next level is level B2. At this level, writers must be able to produce detailed texts and effectively present an argument. The next level is level C1. At this level, writers must be able to produce clear, well-structured texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. The last level is level C2. At this level, writers must be able to produce and discuss sophisticated and complex texts. That's a review regarding the level of writing skills based on the CEFR (British Council, 2023).

Therefore, researchers want to identify the initial level of students, material development, determination of teaching materials, and teaching techniques based on CEFR. From the explanation above, the researchers chose Universitas Nasional Karangturi as the place of research, because previous research mostly only examined high schools, so in this study the researchers plans to examine new things related to

how students' writing abilities in tertiary institutions are analyzed in depth using indicators or aspects of writing skills. Hence the researchers will conduct a study entitled "An Analysis of The First-Semester Undergraduate Students' Ability in Writing Analytical Exposition Texts" by answering the following questions:

1. How is the first-semester students' class of 2023/2024 ability in writing analytical exposition texts according to CEFR level?
2. What problems do they encounter in writing an analytical exposition?
3. What are the solutions to the problems they face in writing analytical exposition?

In connection with the problems above, the main objective of this research are:

1. To identify the ability of first-semester students' class of 2023/2024 in writing analytical exposition texts according to CEFR level at Universitas Nasional Karangturi Semarang.
2. To identify the problems encountered by students in writing analytical expositions.
3. To provide solutions to the problems faced by these students.

The scope of this study is to analyze the writing ability of analytical exposition texts for first-semester students' in the academic year 2023 / 2024 at Universitas Nasional Karangturi Semarang. This study focuses on analyzing aspects or indicators in writing assessment and also at which level they are based on CEFR and what problems they encounter in writing analytical exposition texts.

This paper is important because it is related to writing skills and this research aims to know students' writing skills. Researchers will research and analyze related to Student's ability in writing Analytical Exposition Text. In addition, researchers will analyze the aspects contained in writing skills to solve the problems raised by the researchers above, namely those related to Content, Organization, Language Use, and Mechanics. Researchers formulate temporary conjecture results related to the formulation of the problem that the researcher has written above. The hypothesis is that each student has a high writing level, especially for those who have taken English courses. Their average will be at the Good to Average level or at the CEFR at level C1.

2. **Methodology**

2.1 Research Design

The research design is Mixed Method Research. Based from Sugiyono (2011), he said that research purposes is to examine the conditions of natural and artificial objects, where researchers can serve as instruments for measurement, data collection techniques can use tests and interviews, data analysis is inductive (qualitative) and deductive (quantitative) and mixed research results can be used to understand meaning and make generalization. This theory is supported by (Creswell, 2014) who states that the mixed method is a research approach that combines or connects quantitative and qualitative research methods together in a study in order to obtain more comprehensive, valid, reliable and objective data. Mixed Method research itself is divided into two main models, namely the sequential model and the concurrent model. In this study, researchers used the "Sequential Explanatory Design" method or model. The reason is that the researchers will conduct a test first on the participants and the results of the test will be

calculated quantitatively. Then after that, the researchers will use qualitative methods by conducting interviews in order to find out what problems were encountered while carrying out the test.

2.2 Research Participants

This research involved 35 undergraduate students from the management (16 people), psychology (9 people) and accounting (10 people) departments of first semester class of 2023 who are taking English classes at Universitas Nasional Karangturi Semarang. All of the students needed to write it down on the test, and after that, the researcher will select five people to be interviewed about the problems or obstacles they faced during the writing process and their causes.

2.3 Instrument

The research instrument can be interpreted as a tool or media used by researchers to get the data. According to Creswell (2009) said, "Instrument is a tool for measuring, observing, or documenting quantitative data. Let alone this in accordance with the research objectives that focus on analysis skills in writing analytical exposition text, the research instrument used in this study was the writing test. The instrument used is a writing test which will be provided in the form of a piece of paper which will be carried out in class. According to Ratnaningsih (2016), Assessment of writing is divided into several categories, namely:

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	25-20	● Match the purpose of an analytical exposition text
	Good to average	19-15	● Mostly relevant to the points of writing but lacks detail of information ● Match the purpose of an analytical exposition text
	Fair to Poor	14-9	● Inadequate development of the points of the text ● Almost match the purpose of an analytical exposition text
	Very Poor	9-1	● Does not relate to the points of the text or not enough to evaluate ● Does not match the purpose of an analytical exposition text
Organization	Excellent to very good	25-20	● Well-organized of an analytical exposition text
	Good to average	19-15	● Loosely organized of an analytical exposition text but main ideas stand out

	Fair to Poor	14-9	• Ideas confused or disconnected
	Very Poor	9-1	• No organization or not enough to evaluate
Language use	Excellent to very good	25-20	• Few errors of agreement, tense, articles
	Good to average	19-15	• Several errors of agreement, tense, articles, pronouns and prepositions • Meaning seldom obscured
	Fair to Poor	14-9	• Frequent errors of agreement, tense, articles, pronouns and prepositions • Meaning obscured or confused
	Very Poor	9-1	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	25-20	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	19-15	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	14-9	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-1	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible or not enough to evaluate

Score = Aspects of Writing; Content (max score: 25) + Organization (max score: 25) + Language use (max score: 25) + Mechanics (max score: 25)

Total Score: 100.

Another instrument used by researchers are interviews. Sugiyono (2018) suggests an interview structure is used as a data collection technique, when researchers or data collectors already know for sure what information will be obtained. Therefore in conducting interviews, data collectors have prepared research instruments in the form of written questions that have alternative answers prepared. With this structured interview every respondent was given the same

question, and collectors' data records it (Sugiyono, 2018). Semi structured interview, this type of interview included in the in-depth interview category, where implementation is freer when compared with structured interview. The purpose of this type of interview is to find the problem more openly, in which the parties invited to interviews are asked for opinions and ideas (Sugiyono, 2018). Unstructured interviews, according to Sugiyono (2018) are a free interview where the researcher is not using an interview guide that has been prepared systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked, however for more in-depth information about respondents; the researchers can also use unstructured interviews (Sugiyono, 2018).

Based on the explanation above, this research uses semi-structured interviews to make it easier in conducting data analysis. The author does interviews with 5 students from the management (1 people), psychology (2 people) and accounting (2 people) departments of semester 1 class of 2023 who are taking English classes at Universitas Nasional Karangturi Semarang. In qualitative research there is no standard in conducting interviews and numbers of the respondents will also change as the research progresses.

2.4 Procedure of Data Collection

Tests and interviews were attempted to ensure that the test was good and understandable. Meanwhile, interviews could be understood and we could obtain more in-depth data. On November 10/ 2023, participants were asked to answer the writing test independently using the answer sheet provided in class. Then, the researchers asked participants to be willing to take part in an interview after the test. The main question in the interview was about what difficulties they faced when writing analytical exposition texts. All interviews were recorded with participants' consent for later analysis. All data from tests and interviews that had been recorded will be useful data, analyzed, arranged and categorized.

2.5 Technique of Data Analysis

The data that has been collected needs to be analyzed. The researchers will analyze this data by some steps. Some formulas were applied in this research to process the data as follows:

2.5.1 Tabulating the students' scores

The students' score was tabulated by using the following criteria:

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	25-20	● Match the purpose of an analytical exposition text
	Good to average	19-15	● Mostly relevant to the points of writing but lacks detail of information ● Match the purpose of an analytical exposition text
	Fair to Poor	14-9	● Inadequate development of the points of the text ● Almost match the purpose of an analytical exposition text

	Very Poor	9-1	• Does not relate to the points of the text or not enough to evaluate • Does not match the purpose of an analytical exposition text
Organization	Excellent to very good	25-20	• Well-organized of an analytical exposition text
	Good to average	19-15	• Loosely organized of an analytical exposition text but main ideas stand out
	Fair to Poor	14-9	• Ideas confused or disconnected
	Very Poor	9-1	• No organization or not enough to evaluate
Language use	Excellent to very good	25-20	• Few errors of agreement, tense, articles
	Good to average	19-15	• Several errors of agreement, tense, articles, pronouns and prepositions • Meaning seldom obscured
	Fair to Poor	14-9	• Frequent errors of agreement, tense, articles, pronouns and prepositions • Meaning obscured or confused
	Very Poor	9-1	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	25-20	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	19-15	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	14-9	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-1	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible

	or not enough to evaluate

Theory from Ratnaningsih (2016)

2.5.2 Calculating the students score, the students score calculated with the formula:

Each aspect is added to one another. The total if you reach the maximum score on each aspect is 25 x 4 = 100.

2.5.3 CEFR Writing Score Category

No	Level	Description
1	A1	Writers must be able to produce short texts, and simple postcards.
2	A2	Writers must be able to produce short simple notes, messages, and personal interests.
3	B1	Writers must be able to produce simple, connected text on familiar themes.
4	B2	Writers must be able to produce detailed texts and effectively present an argument.
5	C1	Writers must be able to produce clear, well-structured texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
6	C2	Writers must be able to produce and discuss sophisticated and complex texts.

British Council (2023)

2.5.4 Analyzing Student's Score

Based on the score obtained from the test, researchers calculate the score so that the research findings are revealed within the form of information relating to the analysis of students' writing skills in analytical exposition text for 1st semester students class of 2023/2024 at Universitas Nasional Karangturi. Then the scores were analyzed according to Brown's (2017).

2.5.5 Researchers Provide Score Classification

There are four levels of students' writing ability which include Very Poor, Fair to Poor, Good to Average, and Excellent to Very Good (Ratnaningsih, 2016).

Grade the student's skill level:

76 – 100 is classified as Excellent to Very Good (C2)

51 – 75 is classified as Good to Average (C1)

26-50 is classified as Fair to Poor (B1 & B2)

0 – 25 classified as Very Poor (A1 & A2)

2.5.6 Interview Data Analysis

Esterberg (2002) defines an interview as *"a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic"*. Susan Stainback (1988) also stated that *"interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone"*.

Besides that, Sugiyono (2012) suggests an interview structure is used as a data collection technique, when researchers or data collectors already know for sure what information will be obtained. Therefore in conducting interviews, data collectors have prepared research instruments in the form of written questions that have alternative answers prepared. With this structured interview every respondent was given the same question, and collectors' data records it (Sugiyono, 2018). Semi structured interview, this type of interview included in the in-depth interview category, where implementation is freer when compared with structured interview. The purpose of this type of interview is to find the problem more openly, in which the parties invited to interviews are asked for opinions and ideas (Sugiyono, 2018). Unstructured interviews, according to Sugiyono (2018) are a free interview where the researcher is not using an interview guide that has been prepared systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked, however for more in-depth information about respondents; the researchers can also use unstructured interviews (Sugiyono, 2018).

Based on the explanation above, this research uses semi-structured interviews to make it easier in conducting data analysis. The reason is that this type of interview is included in the in-depth interview category, where its implementation is freer compared to structured interviews. The aim of this type of interview is to find problems more openly, where the party being interviewed is asked for their opinions and ideas. When conducting interviews, researchers need to listen carefully and note down what the informant says.

3. Result and Discussion

3.1 Results of the Research

3.1.1 Writing Skill Level

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
1	MG (Accounting)	20	20	18	18	76	C1

2	GG (Accounting)	24	24	18	17	83	C1
3	MP (Accounting)	10	10	10	9	39	B1
4	GG (Accounting)	19	19	15	14	67	B2
5	BA (Accounting)	19	17	19	18	73	C1
6	FW (Accounting)	14	14	13	14	55	B2
7	HD (Accounting)	13	14	14	15	56	B2
8	IO (Accounting)	8	9	11	7	35	B1
9	LA (Accounting)	22	21	21	20	84	C1
10	ND (Accounting)	15	15	20	23	73	C1
11	YI (Management)	18	18	15	12	63	B2
12	AA (Management)	18	17	18	17	70	B2
13	JE (Management)	17	15	18	15	65	B2

14	MG (Management)	9	9	12	8	38	B1
15	WG (Management)	19	19	18	15	71	C1
16	EF (Management)	19	18	19	21	77	C1
17	GR (Management)	15	15	15	14	59	B2
18	GL (Management)	23	24	20	22	89	C2
19	HC (Management)	20	20	18	14	72	C1
20	LV (Management)	17	18	19	18	72	C1
21	LE (Management)	22	21	18	17	78	C1
22	MG (Management)	14	12	15	14	55	B2
23	NZ (Management)	14	14	15	14	57	B2
24	OC (Management)	20	20	20	19	79	C1
25	SA (Management)	20	20	20	20	80	C1

26	SF (Management)	14	12	17	15	58	B2
27	SK (Psychology)	19	19	17	18	73	C1
28	AW (Psychology)	9	9	15	15	48	B2
29	EG (Psychology)	15	15	17	17	64	B2
30	YK (Psychology)	14	13	15	16	58	B2
31	ZA (Psychology)	23	20	18	15	76	C1
32	IR (Psychology)	15	14	17	15	61	B2
33	LU (Psychology)	15	15	14	15	59	B2
34	RC (Psychology)	18	18	14	13	63	B2
35	TF (Psychology)	18	17	15	21	71	C1
	Average Score	16.82	16.42	16.51	15.85	65.62	C1

Table 3.1 The Test Results

The average score for the content is 16.82 falls into the *Good to Average* category with the description mostly relevant to the points of writing but lacks detailed information and matches the purpose of an analytical exposition text. It can be seen in one of participant A's writings, where most of it is relevant to the point of writing but there is less detailed information in the argument section, however overall it is in line with the aim of the analytical exposition text. This can be seen if in the first paragraph the author has explained his opinion regarding *Child Free*. In the second paragraph, the author explains his arguments even though they are not

yet detailed or complete. Hence in the third paragraph the author has explained or reiterated his own opinion. Apart from that, the resulting writing is suitable or in accordance with the objectives of analytical exposition text, which functions to tell and convince readers that the issues raised are important.

The average score for the organization is 16.42 falls into the *Good to Average* category with the description loosely organized of an analytical exposition text but main ideas stand out. It can be seen in one of participant B's writings, the analytical exposition text has been structured loosely. This can be seen if in the first paragraph the author has explained his opinion regarding *Child Free*. In the second paragraph, the author explains his argument even though it is not yet detailed or complete. Therefore, in the third paragraph the author has explained or reiterated his own opinion. These are the things that make his writing results good in terms of analytical exposition writing.

The average score for the language use is 16.51 falls into the *Good to Average* category with the description several errors of agreement, tense, articles, pronouns and prepositions as well as meaning seldom obscured. This can be seen in one of participant C's writings which contains several errors in grammar. This can be seen in the sentence "It's a personal decision not to have children." Then in the sentence "It's a personal decision based on various reasons, such as career goals, personal freedom or simply not feeling the desire to become parents". Apart from that, there is a grammatical error in the sentence "In my opinion, it's far better not to have children than for them to become victims among parents, leading to deep-seated trauma".

The average score for the mechanics is 15.85 falls into the *Good to Average* category with the description occasional errors of spelling, punctuation, capitalization. This can be seen in one of participant D's writings where there are several errors related to spelling, punctuation, use of capital letters. This can be seen in several parts of sentences such as "healty, faceviolance, distate, irreplaceable". Apart from that, the handwriting is a bit confusing for readers because the shape is almost the same in both upper and lower case letters. There are several punctuation marks that are still placed incorrectly in a sentence. It can be seen in the sentence "However, there is widespread societal support for mothers having children, as, it is considered a woman's inherent role".

In conclusion, the CEFR level of the student's writing results is at level C1, where at this level the text produced is clear and well-structured on a complex subject, showing the use of controlled patterns of organization, linking and cohesive devices. This is proven by the average score, namely 65.62, which is included in the Good to Average category.

3.1.2 Interview

1). Based on the first interview research question related to the problems or obstacles faced when writing analytical expositions on the topic Child Free, in participant A he said that the problem lies in *"Of course the vocabulary. Because I'm not very skilled either. So to find that vocabulary I need to do more research. In the argument section, I have difficulty in composing sentences, and giving opinions. Sometimes there are opinions that may not have been conveyed because I am still not fluent in writing English. So there are things that maybe I haven't written yet but I know what I want to write."* Based on the results of participant A's writing, several errors were seen regarding the spelling of vocabulary such as "suppot, frequenty, althought, happy, and collectivewell". Apart from that, the problem lies in the grammar and sentence structure, which can be seen in the sentence "I also give the perspective that childfree is a lifestyle that disagrees, because we got married to have a child for the next generation".

In participant B, she said that the problem was related to *"In arranging the sentences so that the sentences are pleasant to read and not offensive. Time is also one of the obstacles because yesterday I arrived late. I need to learn more about vocab so I can be more fluent and compose sentences more quickly. The use of English regarding grammar is also a difficulty for me".* Based on the results of participant B's writing, several errors related to grammar can be seen, such as in several sentences "In the past, children are not common terms". Apart from that, it can be seen in the sentence "When you need to go to the doctor for your checkup routine to make sure your baby is in a good condition, it requires high costs". Apart from that, the problem lies in the construction of the sentences, seen in the sentence "When your baby is born, your baby's needs are much more than you can expect".

In participant C, she said that the problem was related to *"I was confused between the Contra or Pro position because some of my friends' answers were almost Contra and I answered Pro, so I was quite confused about my answer but I still took Pro by considering the state of society that I had seen. Grammar is also a problem or obstacle when I write. I also have to choose the right words for topics that I think are quite mature. Apart from that, I already know what I want to write, but writing it back in English is still quite difficult".* Based on the results of participant C's writing, several errors related to grammar were seen, such as in several sentences "It's a personal decision not to have children". Apart from that, it can be seen in the sentence "It's a personal decision based on various reasons, such as career goals, personal freedom or simply not feeling the desire to become parents". Apart from that, the problem lies in the spelling of the vocabulary, seen in the words "healty, faceviolence, distate, irrepleaceable".

In participant D, she said that the problem was related to *"The obstacle is that it is more difficult to choose between Pros and Cons related to the elaboration of sentences and the way of writing. Then the way it is written is because it is in English so it seems difficult to express it. Grammar is also one of my obstacles in writing. Another obstacle is lack of time when writing. I'm also confused about how to arrange the verb first and the subject first when writing".* Based on the results of participant D's writing, several errors related to grammar can be seen, such as in several sentences "Childfree has an impact on population dynamics too, that's what childfree can break the world dynamics". Apart from that, it can be seen in the sentence "When they appear in old age, their mental health will be worst because they don't have support from close family". Apart from that, the problem lies in the spelling of the vocabulary, seen in the words "hadist, insticts".

In participant E, she said that the problem was related to *"In my opinion, the obstacles are only in arranging the sentences so that the sentences are easy to understand and also using good and correct language. I have less time to write. Spelling is also a problem for me. I was also confused in grammar when writing the text. Another obstacle is that writing in English is difficult for me".* Based on the results of participant E's writing, there are several errors related to grammar, such as in several sentences "I believe that child free is not selfish or wrong decision, however many Indonesians think that life is not perfect if they don't have children". Apart from that, it can be seen in the sentence "However, others think the absence of children also provides advantages for marriage". Apart from that, the problem lies in the spelling, seen in the words "divoice, consequens".

2). Based on the first interview research question related to the reasons for facing these difficulties when writing analytical expositions on the topic Child Free, in participant A he said that the reason is *"The obvious reason is that I didn't do enough research, that's for sure,*

because I'm also one of those who don't really speak English and I focus more on theory, not my grammar or vocabulary, then spelling is also my minus, maybe it's more like I don't have enough practice, and I don't know the vocabulary used for exposition text. Another cause is the habit of typing on laptops and gadgets so that when writing by hand there are errors in using capital letters". Therefore, the reason faced by this participant lies in the lack of practice in using English, typing habits which result in errors in writing capital letters.

In participant B, she said that the reason was related to *"That was because maybe time was going too fast so I had to rush so I didn't have time to look at the sentence I wrote carefully. Then office hours were tight with my lecture time, so I was late and my writing time was reduced".* Hence, the reason this participant is facing lies in the lack of time available because the time he gets home from office work is tight with his lecture time so he is late and he has less time to write.

In participant C, she said that the reason was related to *"Because I felt discouraged when my friends mostly chose Cons while I was Pro myself, so I was quite doubtful and I felt like changing my answer to Cons, but I also felt I had to be confident in my answer so I still chose Pro. Then I personally am still not very fluent in English so I still use English according to my own knowledge".* Therefore, the reason faced by this participant lies in the lack of English vocabulary so that they are less fluent or fluent in writing English.

In participant D, she said that the reason was related to *"I'm confused about writing the opposite because it's not my own opinion but rather religion. Another cause is because it's my first time getting analytical exposition material so I'm still not proficient in writing the text. At that time, I was not allowed to open my gadgets so I only used English words as far as I knew".* Hence, the reason faced by this participant lies in the fact that the English vocabulary they master is still lacking and this is the first time they have received English text material so they are not fluent in writing English.

In participant E, she said that the reason was related to "There's a lack of looking for references first regarding Child Free because I'm the type to look for references not just from Google, sometimes also from other sources such as books, newspapers, magazines and so on, sometimes I even watch YouTube about podcasts from artists that are usually reference sources too. The reason why spelling is also a problem for me is because when I was composing the sentence, to be honest, I was still a little confused, especially in the argument or opinion section and there was still a lack of references. If there's something wrong with the spelling or capital letters, maybe it's just because I wasn't careful enough. Apart from that, I also don't understand the grammar itself because in SMK I mostly practice rather than theory". Therefore, the reasons faced by this participant lie in the lack of references related to the topic, not being careful in writing words so there are errors in spelling, and not understanding grammar so this is also one of the difficulties faced when writing analytical expositions.

The conclusion is that their reasons lie in their lack of practice in using English and not being careful in writing words so as not to cause spelling errors. The right solution to overcome this is that they are given English classes since they are still in school so that when they go to college they can take English courses better.

3.2 Discussion

3.2.1 Level

According to the test result and the description of CEFR, most of the students got C1 level. This assessment is based on the average scores of each student. The components that are

used are also based on CEFR components for writing (British Council, 2023). From the data, the mechanics is the lowest mean (15.85) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. The result of this research is good to average category.

A similar thing also happened in Zuliani (2021) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text*" whose results were also included in the good category. Based on her result, one student is at a poor level, four students are at the medium level, five students at a good level, and one student at a very good level. From the data, the mechanics is the lowest mean (48) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. The score that falls into the medium level is 64 because there are grammatical errors. The highest of students' scores is 88. But overall, the writing ability of Class XI SMA 1 Canduang is at a proficient level (C1). This is supported by a statement from the British Council which states that the professional level is at level C1 in the writing assessment category.

The results of this study can also be compared with the findings of Annisa (2018) with the title "*Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang*". Based on her findings, four students at excellent level, five students at proficient level, ten students at fair level, and one student in inadequate level. Students' ability to apply organization and writing rules analytical exposition text is at a proficient level (C1). However, the students' abilities in writing the evidence of analytical exposition texts are at a fair level. The final result is the ability of third semester English department students of Universitas Negeri Padang are at proficient level (C1).

Apart from that, the results of research from Rizka (2022) entitled "*Students' Ability in Writing Analytical Exposition Text on Second Grade at SMAN 1 Tembilahan*" explained that the students' writing abilities were at good to average level. From the data, the mechanics is the lowest mean (4) in writing analytical exposition text. That means errors in spelling, punctuation and capitalization are the problems for many students. But overall, the writing ability of Second Grade at SMAN 1 Tembilahan is at a good to average level (C1). This is supported by a statement from the British Council which states that the professional level is at level C1 in the writing assessment category.

The results of this study can also be compared with the findings of Nurmalia (2018) with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of Senior High School 9 Pekanbaru*". The researcher found that the students' strong in content and weak in the mechanics. Therefore, it can be concluded that the students' ability in writing analytical exposition text at Senior High School 9 Pekanbaru is categorized as a good level (C1).

3.2.2 Problems

To know about the problems, obstacles and their causes, the researchers did a research interview with the students about their process in writing analytical exposition text. According to the data, most students experience problems or difficulties in terms of grammar, vocabulary and spelling because they think English is difficult and some of them say that if they lack references, they experience problems during the writing process. It can be seen from the results of their writing scores that the problem lies in the mechanics and language use. Apart from that, the test results show that the problems faced by the students are also in the organization section. This is because many of them still do not really understand analytical exposition text material at school.

Zuliani (2021) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text*" said that the problem in her research is also the mechanics, where there are still errors related to spelling and capital letters. Grammar is also one of the difficulties in writing analytical exposition texts. Apart from that, many students say that English is difficult, especially in the grammar section. The cause of this problem is students whose backgrounds are not from the language department. Another reason is because many students are not careful in writing, resulting in errors in spelling and capital letters. Besides that, another problem is that each student's vocabulary mastery is still lacking.

Another similar study from Rizka (2022) entitled "*Students' Ability in Writing Analytical Exposition Text on Second Grade at SMAN 1 Tembilahan*", the problem lies also in the mechanics, organization and language use. This is related to grammar, spelling and capital letters. The cause of these problems is a lack of practice in writing English, they are not being careful in writing and many of them still do not really understand analytical exposition text material at school. These problems can be seen from the results of student writing.

Furthermore, Nurmalia (2018) research with the title "*An Analysis of Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of Senior High School 9 Pekanbaru*" said that the problem in her research is in the mechanics, where there are still errors related to spelling and capital letters. The cause of these problems is not being careful in writing. Apart from that, grammar is also one of the difficulties students have in writing. The reason is because many of them are not in the English department and there are some who have just received English classes in college.

From the data above, the main problems in writing analytical exposition text are grammar, vocabulary, spelling, punctuation, and capitalization. As demonstrated by Ratnaningsih (2016) in her previous study, the writing analytical exposition text problems indicators of content, organization, agreement, tense, articles, spelling, punctuation, and capitalization. In conclusion, the problems that arise in this research and other research lie in the mechanics and language use (grammar) aspects.

3.2.3 Solutions

Regarding the grammar problem, Leksono (2019) proposed a solution that can be overcome by increasing writing practice and having to diligently practice writing something in English. This was also discussed by Annisa (2018) that students must diligently practice writing something in English; this can be done by providing lots of practice for students and students should improve their writing skills by practicing writing as often as possible. Furthermore, the students should master the organization and writing of analytical exposition text; such as the generic structure, grammar, capitalization, punctuation, etc.

Besides that, Zuliani (2021) also mentioned the solution for mechanics problems where students had to improve their writing skills by practicing writing as often as possible and note down new English vocabulary in a notebook so that they can easily remember when asked to write something in English. Apart from that, students must also improve their knowledge about problems or phenomena that occur in their society so it becomes easier for them to write about it.

In short, the solution that researchers can propose for the problems in this research is to increase or diligently practice writing in English, note down new vocabulary that has never been known before and increase knowledge with various kinds of references found. For example, learning about phenomena or events that are currently being discussed on social media and then finding out important information, for example from YouTube.

Conclusion and Suggestions

Based on the research findings, it can be concluded that the ability of the third semester English department students in writing analytical exposition text is in C1 level, where at this level the text produced is clear and well-structured on a complex subject, showing the use of controlled patterns of organization, linking and cohesive devices. This is proven by the average score, namely 65.62, which is included in the Good to Average category. The highest level in the results of writing analytical exposition is in the Content aspect with a score of 16.82 and is included in the Good to Average category. Meanwhile, the lowest level in the results of writing analytical exposition is in the Mechanics aspect with a score of 15.85 and is included in the Good to Average category.

Method that is used to know the problems encountered by students in writing analytical exposition text is an interview. From the interview, there are some problems that students faced in writing analytical exposition text, like the grammar, spelling, punctuation, and capitalization. The spelling is the most challenging in writing, because from the data, mechanics is lowest. Mechanics consists of spelling, punctuation, and capitalization. Thus, the researchers suggest to the students for getting a better result in writing analytical exposition text. The students should improve their writing skill by practicing writing as often as possible. In addition, the students should improve their knowledge about the issues or phenomena that happen in their society to ease them to write about it. Furthermore, the students should master the organization and writing of analytical exposition text; such as the generic structure, grammar, capitalization, and spelling. It would be better if students were asked to increase their knowledge and watch English videos so that their grammar understanding could improve further. Apart from that, students also have to be more careful when writing and practice a lot in writing various kinds of texts, one of which is analytical exposition text.

The role of lecturers or teachers is also needed to improve the students' ability in writing analytical exposition text. It's better for lecturers or teachers to give many writing tasks to the students to make writing become their habit. Some students will not practice writing if the lecturers or teachers do not ask them or give them tasks to write. Hence, as often as the lecturers or teachers give writing tasks to the students, the students will be easier to write. Apart from that, lectures or teachers must be wise to deepen the lesson about analytical exposition text. Next, the lectures or teachers provide grammar material before going into the types of English texts.

For researchers, it is that more research be done on pertinent subjects because this study is still not perfect. Other researchers can re-examine various textual genres in quest of additional factors. For example, examining students' writing abilities on a topic in a reading book.

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