

AN ANALYSIS OF STUDENTS' WRITING ANALYTICAL EXPOSITION TEXT IN THE PANDEMIC

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Abstrak:

Penelitian ini bertujuan untuk menganalisis penulisan teks analitis eksposisi pada era pandemi dan respon siswa terhadap pembelajaran menulis teks eksposisi analitik pada era pandemi. Desain penelitian adalah Content Analysis (CA) yang menciptakan pengalaman dari isi pesan yang tidak terstruktur. Data yang dikumpulkan adalah tulisan siswa, angket dan wawancara. Instrumen penelitian adalah penulis itu sendiri. Data tersebut menggambarkan dengan pendekatan kualitatif. Penelitian dilakukan di SMAN 1 Karangbinangun Lamongan dengan mata pelajaran kelas XI IPA 1, XI IPA 2, XI IPS 3. Jumlahnya sekitar 10 siswa dari setiap kelas, artinya 30 siswa. Temuan penelitian ini adalah 7 siswa miskin dalam tata bahasa, 27 siswa miskin dalam kosakata, 15 siswa buruk dalam mengatur tulisan, 21 siswa buruk dalam mekanisme menulis. Mengingat temuan yang paling banyak kesalahan dalam menulis analitik eksposisi adalah penguasaan kosakata siswa. Temuan ini juga didukung oleh respon siswa dalam pembelajaran menulis analitik eksposisi yang mengatakan bahwa mereka salah menulis karena mereka miskin dalam kosa kata. Artinya, sebelum mengajar siswa menulis bahasa Inggris, guru harus menguasai penguasaan kosakata siswa.

Kata Kunci:

Student writing about
Analytical Exposition

Abstract:

The study aims to analyze the students' writing analytical exposition text in the pandemic era and the students' responses leathe rning writing analytical exposition in pandemic era. The design of study was content analysis (CA) that creating experiences from unstructured message content. The data collected were students' writing, questionnaire and interview. The instrument of study was the writer itself. The data describe it by qualitative approach. The study conducted at SMAN 1 Karangbinangun Lamongan that subjects of study was XI IPA 1, XI IPA 2, XI IPA 3. It was about 10 students from each grade, it means 30 students. The finding of study were 7 students were poor in grammar, 27 students were poor in vocabularies, 15 students were bad in organize the writing, 21 students were poor in mechanism in writing. Considering the finding are the most error in writing analytical exposition was the students' vocabulary acquisition. The finding also supported by the students' responses in learning writing analytical exposition which told that their error writing because of they were poor in vocabulary. It means that before teach the students in writing English, the teacher have to master the students' vocabulary acquisitions.

Alamat Korespondensi

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English as a foreign language is an important language that needs to be learned to talk to people from different countries. Found at the elementary to high school education levels in Indonesia, especially High school students need to understand English in all skills such as English listening, speaking, writing, and reading skills. In this situation, the writer focuses on the students' writing. Writing is interesting to learn because it is challenging for students. Writing is a language skill that plays an essential role in language learning. In this study, the writer focuses on writing, (Simanihuruk, 2021).

Writing is a language talent that performs an essential function for students in the language learning system. Writing is one of the language skills in learning English that students must understand, although it is challenging to think some components must be printed in writing (Melani, 2021). Writing is a possibility; This allows students to specify something about themselves and explore and explain ideas. Students can bring their thoughts about them by organizing them into adorable texts so others notice and think aloud. Vocabulary and tenses are ultimately the keys to excellent writing. We have to choose the appropriate language and set the phrase. Writing is a method of asking questions because writing puts ideas on paper to turn thoughts into words.

Analytical exposition text is a text that contains the author's thoughts or opinions on the issue. An exposition is a text that includes the author's specific views or opinions. Commentary texts, expressed in the form of ideas about right or wrong, have some of the most prominent elements that address the positive or negative aspects of the subject. Analytical commentary text has a general structure that distinguishes it from other text types. It consists of three parts: Thesis, arguments, and repetition. In writing, the exposition text must include three parts. In doing this, the student must make an argument fully proven effective. In this case, the author should present his claim using clear examples and descriptions (Nahartini, 2019).

The Pandemic Era is the 2019 Coronavirus (Covid19), a fatal disease with typical symptoms ranging from fatigue, fever, respiratory distress, cough, etc. Almost widespread in every corner of the country, Covid 19 was first detected in Wuhan, China. To date, people have been infected and have died, of whom are now recovering from Covid 19, a result of the Covid-19 period, all employment opportunities, the government, including the economy and education in Indonesia, are in chaos. The corona disease also causes it, and the infection can be fatal. Therefore, the President of the Republic of Indonesia decided to stop the education process and study at schools temporarily. In the contemporary pandemic era, teaching and acquiring knowledge about activities cannot be done in schools. The government encourages students to hold lessons.

Has been done by the writer at SMAN 1 Karangbinangun in class XI students in writing expository analytic texts, students face many problems related to writing exposition analytical texts on pandemic generation content. Most meet the requirements, and some don't. This condition is seen in several indicators. One aspect is student writing. About the exposition text in the era of the pandemic. And some students did not respond to the report text during the pandemic because daily learning was not carried out at that time. The students no longer have enough ideas to write about. Or maybe worse, they must be wrong about the picture and don't know what to write about. Many students do not write a complete exposition text from the analytical exposition text. As in Grammar, the purpose of their writing, there are still messy vocabulary and ideas of their writing.

Therefore, the writer is interested in focusing their research on analyzing student writing and students' responses to analytical exposition text material in the pandemic era. The researchers intend to conduct a descriptive qualitative study entitled "An Analysis Of Student's Writing Analytical Exposition Text In Pandemic Era." At SMAN 1 Karangbinangun Lamongan with XI IPA 1, XI IPA 2, XI XI IPA 3.

METHOD

This study uses qualitative research design. The writer uses content analysis to explain this study. Content analysis in the research design. Content analysis is explain that content analysis (CA) is a research methodology for creating experiences from unstructured message content. it can be in the form of text, photos, symbols or audio data. the goal is to define textual which means. only one study method tries to do that, because there is many other analyzes related to the text, its message and its contents and their meaning which includes analysis, rhetoric or discourse. According (Gheyle & Jacobs, 2017). This research aims to know the students' writing of Analytical Exposition text in the pandemic era. At SMAN 1 Lamongan class XI .

This study focuses on student writing on analytical exposition material in the pandemic era and students' responses to their analytical exposition text in the pandemic Era at SMAN 1 Karangbinangun Lamongan. The writer collects information to analyze the study questions and uses a frame of reference to understand the research better based on the author's interpretation of observations, interviews, writing questionnaires, and observations. Finally, the author can obtain details of the phenomenon and allow understanding through description and explanation of research results. This research was conducted to further explain how students write on analytical exposition text material during a pandemic. The following are the results of the analysis of student writing during the pandemic era. in the following table. This writer was conducted This study was conducted at SMAN 1 Karangbinangun Lamongan jln Windu Karangbinangun Lamongan. This study was carried out in 2021/2022 during the pandemic era as a research subject, namely in class XI IPA 1, XI IPA 2 and XI IPA 3

RESULTS

That writing skills can be written by understanding 5 things such as content, organization, grammar, vocabulary, and mechanics (Jacobs, 1981).

N O	Name Student	Grade score	Content									
			Content		Grammar		Vocabulary		Organization		Mechanic	
			✓	x	✓	X	✓	x	✓	x	✓	x
1.	SNT	64	✓		✓		✓		✓			✓
2.	NZN	71	✓		✓		✓		✓			✓
3.	NM	71	✓				✓		✓			✓
4.	ZJ	81	✓		✓		✓		✓		✓	
5.	SNZ	71	✓		✓		✓		✓			✓
6.	IYE	81	✓		✓		✓		✓			✓
7.	DAS	93	✓		✓				✓		✓	
8.	TUKA	82	✓		✓		✓		✓		✓	
9.	ADA	76	✓		✓		✓		✓			✓
10.	RR	73	✓			✓	✓		✓			✓
11.	NSS	84	✓		✓		✓		✓			✓
12.	SFA	73	✓		✓		✓		✓			✓
13.	FDS	75	✓		✓				✓		✓	
14.	DPP	81	✓		✓		✓		✓		✓	
15.	IMS	73	✓		✓		✓		✓			✓
16.	DFH	62	✓			✓	✓		✓			✓
17.	MYF	79	✓			✓	✓		✓			✓
18.	MZA	73	✓			✓	✓		✓			✓
19.	TM	79	✓		✓		✓		✓			✓
20.	FA	73	✓		✓		✓		✓		✓	
21.	SWN	84	✓		✓		✓		✓		✓	
22.	VKA	70	✓			✓	✓		✓			✓
23.	NAA	64	✓		✓		✓		✓		✓	
24.	EIF	74	✓		✓				✓		✓	
25.	SAF	75	✓		✓				✓		✓	
26.	TS	70	✓		✓		✓		✓			✓
27.	DAO	75	✓		✓		✓		✓			✓
28.	DAS	68	✓		✓		✓		✓			✓
29.	SDP	70	✓		✓		✓		✓			✓
30.	ZI	70	✓		✓		✓		✓			✓

The results of the analysis on writing analytical exposition texts using theory (Jacobs, 1981). From 30 students, it is known that 30 students mastered content, master because the students' knowledge, substantive, relevant to the topic some students mastered grammar, master because Effective complex construction, pronouns, preposition. Several students did not master grammar, because the students' Major problems in simple complex construction, meaning confused or obscured, several students mastered vocabulary, because the students' Occasional errors of word form, choice usage but meaning not obscured, some students did not master vocabulary, because the students' frequent errors of word several students mastered organization, because the students' Fluent expression, ideas clearly started supported several students did not mastered organization, because the students' errors of word idioms, several students mastered mechanics, because the students' demonstrated mastery of convention, punctuation, capitalization, some students do not mastered mechanics. Because the students' errors of spelling, punctuation, capitalization. Among the 30 students who got the most errors were on vocabulary, namely as many as most students who did not mastered.

DISCUSSION

The results of student writing came from class XI IPA 1, XI IPA 2, and XI IPA 3, of which there were 30 students. The writer explains the results of writing a script for student analytical expositions in the pandemic era by using a free theme in 2021/2022. The writer explains the results of student writing starting from students' writing errors and abilities in terms of content, grammar, vocabulary, mechanics, and organization. (Jacobs, 1981). The writer found the results of the analysis of student writing in the student analytical exposition text writing called TS entitled The Importance of Education, writer found student writing errors at the grammar level. Here TS writing that has errors at the grammar level, in the sentence " It help a person to show their best by their mind and spirit", which is found in the second paragraph in TS writing, should be the sentence "It help", there is an error in the sentence because it does not master the simple present tense. in the correct "It help" should use "It helps" which ends in an "s". So that in the article called TS, getting a score from Good to average is problematic in the present tense because in the simple present tense it ends in an "s" after the sentence after it.

The writer found the results of the analysis of student writings in the student analytical exposition text writing named TS, the writer found student writing errors at the Organization level, Here is TS writing that has errors at the Organization level, in the sentence "In today's competitive world education is a necessity for man after food, clothing, and shelter", which is found in the last paragraph in the TS paper, it should be the sentence "In today's", there is an error in the sentence because it does not master in the Generic structure in the paragraph reiteration to end a text. in the correct "In today's" should use "In conclusion", So that in the writing named TS, get a value at the

Organization level with a score Fair to poor namely problems in generic structure The writer found the results of the analysis of student writings in the student analytical exposition text writing named TS, writer found student writing errors at the Vocabulary level, Here is TS writing that has errors at the Vocabulary level, in the sentence "Educatio plays a vital role in your success", which is found in the third paragraph in TS writing, it should be the sentence "Education", there is an error in the sentence because it does not master a little knowledge of English vocabulary in "Educatio" which is correct should use "Education", So that in writing called TS, get a score at the Vocabulary level with a score, Very poor which is problematic in vocabulary that is still lacking in some sentences that are still lacking in letters.

The writer found the results of the analysis of student writings in the student analytical exposition text writing called TS, writer found student writing errors at the Mechanic level, Here the TS writing has errors at the Mechanic level, in the sentence "education", which is contained in the second paragraph in the TS writing, it should be the sentence 'education', there is an error in the sentence because it does not master in the second paragraph, namely in the capitalization letter. in the correct "education" should use "Education", using the letter e capital so that E is contained at the beginning of the sentence So that in the writing called TS, get a score at the Mechanic level with a score, Fair to poor which is problematic in the errors of capitalization. The writer found the results of the analysis of student writings in the student analytical exposition text writing called TS, writer found student writing errors at the Content level, here are TS writing not have errors at the Content level, in the sentence "The importance of education", which is contained in the topic section in TS writings, In TS writings he has mastered at the content level because the topic is correct and relevant, so that in the writing TS got a score of Excellent to very good. The writer found the results of the analysis of student writing in the student analytical exposition text called DAS, the writer found student writing errors at the grammar level, Here are the das writing entitled The importance Of Reading there are errors in their writing at the grammar level, in the sentence "Personally think that reading is an important activity in our life", found in the first paragraph in the DAS writing, it should be the sentence "personally", there is an error in the sentence because it does not master in the simple present tense. on the correct "personally" should use "I personally", the student Got, Good to average which is problematic in the present tense, because in the simple present tenses before the predicate, namely the subject.

The writer found the results of the analysis of student writing in the student analytical exposition text called DAS, writer found mastery in student writing at the Organization level, The following watershed writings that have mastered at the Organization level, in the sentence " based on the facts above", which is found in the last paragraph in watershed writing, that it has been inscribed on the aforementioned sentence because it has mastered in the language features in the reiteration paragraph to end a text .using " Based on the facts above", in this aspect the student got Good to average. The writer found the results of the analysis of student writing in the student analytical exposition text called DAS, writer found student writing errors at the Vocabulary level, The following watershed writings that have errors at the Vocabulary level, in the sentence "the entertainen column such as short stories", which is found in the third paragraph in das writing, it should be the sentence 'entertainen', there is an

error in the sentence because it does not master in a little knowledge of English vocabulary in the correct "entertainmen" should use "Entertainment", So that in writing called DAS got very poor in vocabulary which is problematic and still lacking in some sentences that are still lacking in letters.

The writer found the results of the analysis of student writing in the student analytical exposition text called DAS, writer found student writing errors at the Mechanic level, Here the DAS writing has errors at the Mechanic level, in the sentence "fourthly", which is contained in the fourth paragraph in the das writing, it should be the sentence "thirdly", there is an error in the sentence because it does not master in the second paragraph, namely in the capitalization letter. in the correct "thirdly" should use "Thirdly", using the letter t capital so "T" in this word at the beginning of the sentence problematic errors in capitalization. the student got very poor. The writer found the results of the analysis of student writing in the student analytical exposition text writing called DAS, the writer found student writing errors at the Content level, here are TS writings that there are errors at the Content level, in the sentence "I think ", which is contained at the beginning of DAS writing, In DAS writing he has mastered at the content level because the subject knows the subject is correct and relevant so that it can be called that DAS is Good to average in content. In the questionnaire that the writer made, there were three answers: agree, disagree, and disagree. of 10 questions for all students and interviews 5 questions for 3 students per class. The first questionnaire results, is the student's writing correct and meet the assessment criteria? Results Based on the questionnaire, it was found that by writing the analytical exposition text correctly, 9 students agreed, 11 disagreed, and 10 disagreed. Several reasons influence this, one of which is and LS student. He is one of the students who agrees because he more or less already knows about good and correct grammar. The SWN student stated that he disagreed because he felt his writing was still incorrect; however, he still used Google to translate his writing. FA students disagree because the writer is still not fully aware of the topic used. This was shown by TS students who conducted interviews that they were not fully proficient in the assessment because the writing was still browsing.

The second questionnaire, results, how do students respond when writing analytical exposition texts in groups? Based on the results of the questionnaire, it was found that students' responses when writing analytical exposition texts were carried out with groups of 8 who agreed, 10 disagreed, and 12 opposed. Several reasons influence this. One of them is and DAS student. He is one of the students who agrees because if students write in groups, students can work together and exchange opinions. DAO students said they disagree because if students work in groups students will not master the material satisfactorily. SDP students stated that they disagreed because if it were done in groups, students would imitate their peers. This is pointed out by students in interviews who say that students.

CONCLUSION AND SUGGESTION

The results of the analysis are based on the writing of an analytical exposition text using theory (Jacobs, 1981). From 30 students, it is known that 30 students mastered content, most students mastered grammar, several students did not mastered grammar,

several students did not master vocabulary, most students did not master vocabulary, some students mastered organization, some students did not mastered organization, several students mastered mechanics, most students do not mastered mechanics. Among the 30 students who got the most errors were on vocabulary, namely as many as most students who did not mastered. From the results of the analysis, there are still many students who have not mastered the assessment aspect, the errors are almost the same. so that those who get a score above the KKM are some students, while those who get a score that the KKM is some. So the results of student writing during the pandemic on the analytic exposition text material are still many errors, especially in vocabulary.

The results of the 10 questionnaires and interviews explained that many students did not agree and did not agree because they had not mastered the analytical exposition text and had not mastered the correct assessment category. because at the time the material was in the pandemic era.

For teachers: English teachers must pay more attention to students in writing, the teacher must explain the material first, and the teacher must explain what categories exist in the material.

For students: Students are advised to be careful and continue to improve their writing again. In writing analytical expository texts, they must pay attention to the category. They must pay attention to the criteria in each category on the requirements so that it becomes a good and correct sentence.

For Writers: for further researchers who want to write text analytical expositions, try to find other theories in teaching research sequentially to see if there are different teaching results

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