THE QUALITY OF STUDENTS' WRITING COMPOSITION IN CREATING ANALYTICAL EXPOSITION TEXT AT SENIOR HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kualitas komposisi tulisan siswa dalam teks analitikal eksposisi. Itu termasuk dalam penelitian kuantitatif deskriptif sebagai desain penelitian. Peneliti melibatkan 32 tulisan siswa pada teks analitikal eksposisi dalam penelitian ini. Tulisan tersebut merupakan hasil karya siswa kelas sebelas dari salah satu SMA di Sidoarjo. Dalam mendeskripsikan kualitas komposisi tulisan siswa, peneliti menggunakan rubrik penulisan yang terdiri dari isi, pengorganisasian, tata bahasa, kosa kata, dan mekanik. Peneliti menganalisis data menggunakan deskriptif statistik analisis. Hasil penelitian menunjukkan bahwa sebagian besar siswa mampu memperoleh skor dari rentang 3 hingga 4 dalam hal konten, pengorganisasian, kosa kata, dan mekanika dalam teks analitikal eksposisi. Namun, mereka memiliki kelemahan dalam menggunakan tata bahasa karena masih banyak ditemukan kesalahan tata bahasa dalam tulisan mereka. Dengan demikian, dapat disimpulkan bahwa hampir semua siswa memiliki kualitas yang baik dalam penulisan teks analitikal eksposisi kecuali dalam hal tata bahasa. Oleh karena itu, mereka perlu meningkatkan kualitas mereka dalam menggunakan tata bahasa saat menulis teks ini agar kualitas tulisan mereka lebih baik dari sebelumnya.

Kata Kunci: tulisan siswa, kualitas komposisi menulis, teks analitikal eksposisi

Abstract

This research aimed to describe the quality of students' writing composition in analytical exposition text. It employed descriptive quantitative as a research design. The researcher involved 32 students' writing of analytical exposition texts in this study. Those writing were developed by eleventh grade students from one of senior high schools in Sidoarjo. In describing, the quality of students 'writing compositions, researcher used writing rubrics that consists of content, organization, grammar, vocabulary, and mechanic. The researcher analyzed the data using descriptive statistical analysis. The results showed that most students are able to obtain scores from a range 3 to 4 in terms of content, organization, vocabulary and mechanics in analytical positions text. However, they have a weakness in using grammar because there are still many grammatical errors found in their writing. Thus, it can be concluded that almost all students have good quality in the composition of writing on the analytical exposition text except in term of grammar. Therefore, they need to improve their quality in using grammar when writing this text in order to make their writing quality is better than before.

Keywords: student's writing, writing compositions' quality, analytical exposition text

INTRODUCTION

In Indonesia, writing becomes one of the productive skills that have to be mastered by EFL students. It has been regulated in the school curriculum that writing competencies are arranged based on the syllabus and students are required to learn them comprehensively (Mantra & Widiastuti, 2019). According to Tuvachit & Soontornwipast (2018) the importance of writing for students are not only for communicating with others but also for gaining knowledge. They can increase their knowledge through various genres of text which they have to study while in school. Besides that, they can also use their writing skills to complete the assignments (Raoofi et al., 2014). Moreover, most of the students' assignments are in the form of writing. Furthermore, students' writing skill can be used as an indicator of student success in learning English. The statement is also supported by Yoandita (2019) which states that the success of the students in learning English can be seen from the results of their writing because in writing they can advance their capability to reveal what is on their mind and feelings. It means that students can dispense everything that is in their mind such as ideas, opinions, or other creative thoughts by writing. They can even use their writing skill in looking for a job after they graduate from the school (Untoro, 2016). Hence, it is significant

for students to master writing skills because it will be useful for their future.

Student's writing can be considered as a good writing when it can be understood easily and has a meaning and purpose that is useful to the reader. To achieve it, the students must pay attention to several compositions that must be fulfilled in writing (Belkhir & Benyelles 2017). First, they have to think about the text content. The writer must have a clear objective by presenting certain points which are supported by detailed and appropriately arranged evidence and information. Second, the writers have to be able to organize sentences, paragraphs to become a text in an interrelated and logical order. Third, the writers need to use proper and good grammar in order to avoid messy sentence structure. The accuracy of the grammar used by the writer can help readers understand and find out what the author wants to convey easily. Fourth, the writers must fully understand the vocabulary that they should use to match what they want to convey. Fifth, the writers have to use mechanic in writing. It includes punctuation, spelling, the use of capital letter etc. When readers can understand a text easily, it is also due to the proper use of mechanics in a text. Thus based on these explanations, it can be concluded that the students must pay attention to the composition of writing, such as content, organization, mechanic, the use of grammar and vocabulary in order to be able to create a good writing quality.

In senior high school, students are required to master several genres of text in English. It aims to make students know the difference from one text and another. As a result, students are able to write various kinds of text according to the context of their use based on the purpose of the text, the structure and language features used in the text (Husna, 2017). In eleventh grade students, they are required to master several texts in English, one of which is analytical exposition text. They have to be able to write this text in the first semester of learning English. It is found in the 2013 Education Curriculum in basic competency 4.4 which states that students can compile an exposition text related to actual issues by paying attention to social functions, generic structures, and language features according to the context of their use. Analytical exposition text is a text that contains a person's opinion or thoughts about a particular fact or event which is only conveyed through one point of view (Kemala et al., 2020). In addition, this text attempt to invite readers to increase their knowledge through the arguments presented in the text. Therefore, the students must provide strong arguments that can explain why an issue needs to be discussed and believed by readers. They can look for any sources as references for writing this text. They are expected to be able to write this text based on the structure and style of the language used in the analytical exposition text (Amri, 2017). Thus, the main point of this text is the writers' arguments or opinions accompanied by evidences to support the arguments. Besides that, students must also understand the structure used in the analytical exposition text which consists of thesis statement, arguments and reiteration.

Due to the complexity of this text, the researcher is interested in conducting a research on this text. Since, students are required to apply all writing components in creating this text. It means that they have to pay attention to all writing component used in creating this text. However, at assessment, sometimes the teacher only focuses on assessing certain aspects especially such as the generic structure and language features used by students in constructing analytical exposition text. Whereas, the teachers should pay attention to all of writing components in assessing student writing because writing can be considered good not only from the completeness and appropriateness of the text structure and grammar but also from the use of vocabulary, mechanics and other compositions that must be completed and used appropriately.

In this case, there are several previous studies that investigated analytical exposition text. Firstly, Yeni et al., (2017) who investigated the students' quality in applying generic structure and grammar used for analytical exposition text. This study aims to find out the quality of students' writing of analytical exposition text in terms of generic structure and grammar. The researcher chose eleventh grade students of MAN 3 Sungai Penuh that consist of 37 students as the subject of this research. The instrument was writing rubric score that was used to assess students' writing. The results show that most of the students have good quality in using grammar when creating analytical exposition text. Whereas in the generic structure, students are able to make a thesis statement and reiteration well but have difficulty in formulating arguments.

Secondly, the research that was conducted by Mahmudah et al., (2017) who explored the generic structure used by the students in writing analytical exposition . The purpose of this study is to analyze how the students' writing on analytical exposition text seen from the structure of the text. The researcher used the students' writing of eleventh grade students in MAN 2 Padang to be analyzed. The instrument used was writing rubric. As a result, it showed that students already have good skills in making thesis statements, arguments and reiterations on analytical exposition text.

Thirdly, (Kemala et al., 2020) conducted the research about the students' problem in creating analytical exposition text in terms of structure, function and

effectiveness of the text. The objective of this research is to find out the students' difficulty in creating analytical exposition text based on three indicators mentioned before. In this study, researchers involved 30 students in senior high school. The data were obtained from students' writing in analytical exposition text. The result revealed that the students' errors in creating analytical exposition text are quite high. More than half of them have errors in the sentences used in their text.

Even though many researchers have conducted the research regarding to the quality of analytical exposition in certain aspects, still there are few researchers that investigate the quality of all aspects in writing composition for creating analytical exposition text. In fact, for knowing the quality of students' writing, it is not only from some aspects of writing that are used but it must be from all aspects of writing that apply. Moreover, this text is considered quite difficult for students. Hence, their writing result can reflect their strengths and weaknesses in writing analytical exposition text. Thus, this study aims to help the teacher to evaluate the teaching learning process of analytical exposition text that has been carried out whether it has been successful or not based on the results of students' writing. Therefore, the researcher formulates research questions to resolve issues in this study. Those are:

1. How is the content of students' writing in analytical exposition text?
2. How is the organization of students' writing in analytical exposition text?
3. How is the grammar of students' writing in analytical exposition text?
4. How is the vocabulary of students' writing in analytical exposition text?
5. How is the mechanic of students' writing in analytical exposition text?

METHOD

The research design used in this study was descriptive quantitative research. In this type of research, all populations or research samples are involved which aims to describe the attitudes, characteristics, opinions and behavior of the population (Cresswell, 2012). In this present study, the researcher aimed to investigate the students' writing quality of analytical exposition text in senior high school. Accordingly, the students' writings are used as the object of the study. Those are obtained from eleventh grades students in one of State Senior High Schools in Sidoarjo that consist of 32 students. The researcher chose them for this research because they are required to make analytical exposition text by themselves whose results can be investigated by the researcher. In selecting sample, the researcher applied total sampling

technique. Thus, the researcher used all the students' writing result in the class to be examined in order to obtain more in-depth and valid data. The data used in this study is in the form of sentences and document of the students' writing as the source of data. Furthermore, the researcher applied analytical writing rubric score as the instrument for this research. It was adapted from Yeni et al.,(2017) and Agan & Deniz (2019). The assessment was used to measure the quality of students' writing was seen from content, organization, grammar, vocabulary use and mechanic.

To collect the data, the researcher validated the instrument first to the lecturer who is expert in the field of writing. Content validity was applied to validate the instrument. The lecturer analyzed the writing rubric that has been adapted to the original writing rubric and pays attention to the language used and the contents of the writing rubric whether it is appropriate and applicable or not to be used. After the researcher got validation, the researcher could start doing research. Firstly, the researcher must obtain permission from the school to conduct the research. Then, the researcher asked the students' writing of analytical exposition text that they had done in the first semester. It was assessed for the quality based on the writing components contained in the writing rubric. Then, the researcher also asked for the English teacher's assessment that had been given to the students. It aimed to avoid any particular attraction or bias. After the researcher was able to obtain all of the documents need, the researcher could start to analyze it.

In analyzing the data, the researcher used descriptive statistical analysis which consists of students' score and level of quality. It started from analyzing by reading all of students' writing and assigned scores to students in each component and combined it with the teacher's assessment. Then, the researcher classified the students' scores for each component based on the categories level in writing rubric. The researcher counts the number of students who fall into each of the categories to be displayed in the result section. After that, the researcher chose one student in each component that falls into each of the categories as a representative of other students with the same category. Lastly, the researcher reported the data descriptively in the form of words that described the quality of students' writing composition in analytical exposition text.

RESULTS

Students' content in analytical exposition text

The first aspect analyzed by the researcher was student's content of the text where they developed ideas into a text

Table 01 Quality of the students' content

Score	Quality	Number of Students
3.28 – 4.00	Very good	24
2.52 – 3.27	Good	7
1.76 – 2.51	Moderate	1
1 – 1.75	Poor	-

Based on the results in the table, almost all students have good quality in the content. There were 24 students who have very good quality with score 4 and 3.5 since the students are able to develop the content that relevant with the topic provided by the teacher. They can create sentences that are really consistent and support each main idea in the text. The following is the students' content in very good category.

Student 8

> *How much do you drink water today? Water is often considered…There are several reasons why you need to drink…*
> *Firstly, our body fluid is replenished by drinking… Water is used by the body to digest food and…Example, when someone drinks enough water. It makes body….*
> *Secondly, water is improves the kidney's function…*
> *Thirdly, drinking water helps to moisturize our skin…*
> *In conclusion, drinking enough water is important because…*

Based on the student 8, she had a content that was absolutely relevant with the topic because the topic she chose was in accordance with the content she developed. She chose 'The Importance of Drinking Water' as her topic and the content explains what makes drinking is important for human. In addition, she provided main idea in each paragraph consistently which is then developed with explanations that was followed by examples and it does not out of the topic of the text. Definitely, this writing makes it easier for readers to understand the content of the text.

However, there is only one student was in moderate category and the others (7 students) were in good category. It was because they are able to develop content that is relevant with the topic but with a few shortcomings in some parts of the content, such as this student that was included in good category.

Student 19

> *The first meal of the day is commonly known as breakfast. Breakfast is often called "The most important meal of the day"…*
> *Breakfast provides many benefits to our health and wellbeing. For example, breakfast provides the body…*
> *Breakfast support cognitive function…*
> *Breakfast provides energy needs…*
> *Therefore the body needs breakfast to start the day…*

Based on student 19, he had already content that was commonly relevant with the topic discussed. He chose 'Having Breakfast is Important' as his topic and the content developed was suitable with the topic. In addition, every main idea followed by supporting details as an explanation. Unfortunately, the content presented is inadequate in providing information for readers because he immediately gave an example without presenting the previous explanation as in the first main idea in the example above. Hence, it can reduce the quality of the content. Supposedly, he presented an explanation of the main idea and then given an example to strengthen the content of the text. As a result his writing can be more convincing to the reader.

Thus, what distinguished student 8 and student 19 was the suitability of the content to the topic and information presented. Student 8 has developed content according to the topic and presents information that is clear and sufficient for readers. While, student 19 developed content according to the chosen topic but was lacking in presenting information on one of the main ideas. Therefore, it can reduce the quality of his writing.

Students' organization in analytical exposition text

The second aspect that was analyzed by the researcher was the students' organization. In this section the students compose sentences according to the structure of analytical exposition text, which consists of a thesis statement, argument and reiteration.

Table 02 Quality of students' organization

Score	Quality	Number of Students
3.28 – 4.00	Very good	23
2.52 – 3.27	Good	3
1.76 – 2.51	Moderate	6
1 – 1.75	Poor	-

From the data presented in the table, there were 23 students who have very good quality in organization with a score of 3.5 to 4. The students are able to make thesis statements, arguments, and reiterations properly and

sequentially. It can be seen from one of the student's writing below that was included in very good category.

Student 4

> *(Thesis Statement) Breakfast is eating activities in the morning…I think all of people have to do that…*
>
> *(Argument 1) First, breakfast can increase energy. After a night of sleep, breakfast in the morning has an important role. Long sleep makes sugar levels…*
>
> *(Argument 2) Second, it's helping the brain …*
>
> *(Argument 3) And the last, breakfast makes the body more calming…*
>
> *(Reiteration) In conclusion, everyone should have breakfast because breakfast...*

Based on the example above, student 4 has very good quality in organization. He included all analytical exposition text structure completely in his writing composition. In addition, he also presented paragraphs sequentially and logically starting from a thesis statement, argument and reiteration. His thesis statement has a very good quality because it starts with what issue is discussed and is accompanied by the opinion of the author which shows his position by saying *'I think….'.* Then for the argument, he gave a clear main idea in each paragraph which was supported by supporting details for a deeper explanation as in the first argument which explains how breakfast can increase energy. Lastly, he also provided conclusion from what has been discussed earlier clearly and appropriately with the topic.

Unfortunately there were 6 students were in the moderate category and the others (3 students) were in the good category. It was because the students missed some structures in analytical exposition text. There is an incomplete structure such as the absence of a thesis statement or reiteration. Sometimes, they also do not provide adequate supporting details for argument that can reduce their writing quality. This is one of the student's organizations in moderate category.

Student 24

> *(Thesis Statement) Breakfast is the meal eating in the morning starting… It replenishes your supply of….*
>
> *(Argument 1) Eating breakfast boosts your energy level. It restores glycogen levels ready to keep your metabolism up for the day. So, breakfast is important.*
>
> *(Argument2) Breakfast providing more energy…..*

> *(Argument 3) With our breakfast, brain also gets…*

Based on the example above, student 24 did not include all the text structures completely, only thesis

statements and arguments presented in his text. Even the thesis statement presented was not clear because he only provided a definition of breakfast without showing his opinion and position on the issue. Besides that, the arguments are still insufficient in providing an explanation because he only provided a brief explanation and concludes immediately without providing further explanation such as the first argument in the example above. Definitely, it provides the reader with incomplete knowledge and can lead to confusion for the reader. Furthermore, he did not make any conclusion for his text which made the text disproportionate.

Then, what distinguished between student 4 and student 24 was the completeness and accuracy of the generic structure presented. Student 4 has implemented all structure of analytical exposition text which consists of a thesis statement, argumentation, and reiteration properly and clearly. Meanwhile, student 24 did not have a complete text structure on his writing. He removed one or more text structures that could make the reader confuse and thought that his writing was irrelevant to read.

Students' Grammar in Analytical Exposition Text

The third aspect that was analyzed by the researcher was grammar. Since this is analytical exposition text, the students have to use language features of this text such as using simple present, passive voice, causal conjunction, etc.

Table 03 Quality of students' grammar

Score	Quality	Number of Students
3.28 – 4.00	Very good	2
2.52 – 3.27	Good	11
1.76 – 2.51	Moderate	19
1 – 1.75	Poor	-

Based on the result in the table, there were still many students who fall into the moderate category which consists of 19 students with a score 2.5. It means that most students still have inadequate abilities in using correct grammar. As a result, it can affect their writing which can undermine their writing quality. The following was the students' grammar in moderate category.

Student 2

> *So (causal conjunction), the next day we wake up…*
> *Sleep loss can interferes with the learning…*
> *Not like sleeping that is not enough even to not sleep can result such as uneasy mind and…*

The grammar used by student 2 was partly relevant. He only used a small amount of language features in analytical exposition text, such as using causal

conjunction *so* to link the sentence. Also, there are several grammatical errors found in his text, such as the sentence *can interferes*, student 2 added *'s'* in the end of the verb after the modal. In fact, if there is a modal, it must be followed by base verb. Thus, it should be *can interfere* instead of *can interferes*. Besides that, there were sentence sequences that were not in sync with their meaning. It likes the sentence "*Not like sleeping that is not enough even to not sleep can result such as uneasy mind and…..*" then, if it is translated into *Bahasa*, it became "*Tidak seperti tidur yang tidak cukup bahkan tidak bisa berakibat seperti pikiran yang gelisah dan….*". Definitely, it can cause misunderstanding for the readers because the meaning of the sentence does not match to the purpose of the text. Thus, when we read the sentence, it feels strange and confusing

However, there were 11 students with a score 3 who have good ability in managing and arranging sentences. Grammar used by them was commonly relevant with the language features of analytical exposition text. These are some of the sentences created in the students' writing that was included in good category.

Student 17

> *Breakfast is known as 'sarapan'… (passive voice)*
> *Firstly (time connective), breakfast helps us to prevent… (simple present)*
> *Because (causal conjunction) body's metabolism…*
> *If a person doesn't breakfast, their body hasn't… (pronoun's error)*
> *When people doesn't breakfast… (plural/singular error)*

From the example above, student 17 had applied several language features to the analytical exposition text such as using passive voice, time connective, simple present tense and causal conjunction that was underlined in the example above. However, there was slight grammatical error such as the use of pronoun. She said 'person' but in the next word she said 'their'. Whereas, the word 'person' shows the singular and she should use his / her as a substitute of 'person'. In addition, there was error in understanding the singular / plural as in the sentence "*When people doesn't breakfast….*". The word 'people' is a plural form of person. Therefore, she should use *don't* instead of *doesn't*.

Thus, the difference between student 2 and student 17 was how many language features used and the accuracy of the grammar. Student 2 only applied one language feature, namely causal conjunction. Even, it was used very little in his text. Besides that, there are many grammatical errors in the text as previously explained. Therefore, his writing was included in the moderate

category. Whereas, for student 17, has implemented many language features such as passive voice, time connective, simple present tense and causal conjunction in his writing. However, what makes him in the good category was because there were several grammatical errors in his writing. Although it did not affect the content of the text but it can reduce the quality of the writing.

Students' Vocabulary in Analytical Exposition Text

The fourth aspect of writing composition discussed was vocabulary.

Table 04 Quality of students' vocabulary

Score	Quality	Number of Students
3.28 – 4.00	Very good	11
2.52 – 3.27	Good	18
1.76 – 2.51	Moderate	3
1 – 1.75	Poor	-

From the table above, the majority of students had already good quality in using vocabulary for creating analytical exposition text. It can be proved by the large number of students who have a fairly good score on vocabulary use. There were 18 students in good category with a score 3. The following was the students' vocabulary used that was included in good category.

Student 18

> *Low blood sugar levels can interfere…the brain which requires intake…*
> *Additional energy that can support activities after the body has gone through…and does not eat drink*

Student 18 had already used vocabulary that commonly relevant to the genre of the text and meaning of the word. They also use several variations of words that they may not use for daily purposes, such as *interfere* and *requires* as in the example above. It gives an interesting side to the text that can trigger the reader to be interested in reading it. Although, most of vocabulary selection and usage were correct, there were some sentences that were still inaccurate in their use. For example, like the sentence '*the body has gone*' and '*does not eat drink activities*'. From these sentences, it seems that the writer translates the sentence directly from L1 to English without paying attention to the final result whether it looks natural or not if it is read in English. Although, if it was translated into their L1, the meaning was correct, the writer needs to rearrange and re-select the words to make sentences more natural in English. Thus, it makes readers feel comfortable when reading it and makes the quality of writing better.

Then, there were 11 students in very good category with score 3.5 and 4 and the others (3 students) were in the moderate category. It was because they are able to select the appropriate vocabulary that is absolutely relevant to the genre of the text and meaning of the words. The following was the vocabulary used by student that was included in very good category.

Student 16

> *Firstly, our body fluid is replenished by drinking…Water is used by the body to digest foods and helps to transport essential nutrients… Bloods body fluid is also useful for producing saliva and regulating body temperature. For example, when someone drinks enough water…*

Based on student 16, the vocabulary used was absolutely related to the genre of the text and meaning of the word. She was very good at choosing words and in accordance with the meaning to be conveyed. Besides that she used quite a lot of word variations that was still in accordance with its usage. For instance, the words *replenished* and *essential*, usually students used the word *fulfill* to translate the word *memenuhi* and *important* to translate the word *penting*. But she used different word *replenished* and *essential* to show variations of words. Thus, she did not repeat the same types of words and made readers interested in reading the text.

Thus, the difference of student 18 and student 16 was how many words' variations used and the accuracy in choosing words. Student 18 has used several word variations in his writing to attract the readers' interest but there are some errors such as inaccuracies in word order or in word choice. As a result, it reduces the quality in vocabulary aspect. While, student 16 used many variations of words that may not be used in daily life but they are still in accordance with the context of the text. Besides that, the choice of words was correct and can be understood easily by the reader which makes this paper had very good quality in the vocabulary aspect.

Students' Mechanic in Analytical Exposition Text

The fifth aspect described on this result was mechanic. In this section, students should pay attention to the capitalization, punctuation, and spelling that they applied in their writing.

Table 05 Quality of students' mechanic

Score	Quality	Number of Students
3.28 – 4.00	Very good	16
2.52 – 3.27	Good	10
1.76 – 2.51	Moderate	6
1 – 1.75	Poor	-

On the results of the data presented in the table, the students were quite good at using mechanic when writing. Most of the students have sufficiently applied several components in mechanics and they were able to use it properly. There were 16 students who have very good quality with a score of 3.5 in the use of mechanics in writing. This is one of the mechanics used by student that was included in very good category.

Student 4

> *Second, it's helping the brain… Expert from Swansea University, Wales, proved that students who always eat breakfast in the morning 22% smarter…*
> *Usually, hungry people get angry easily. When the stomach is filled, you will be calm…*

Based on student 4, the mechanic used was absolutely relevant to their use. She had used capital letter, punctuation and spelling with precision in her writing. For example, she abbreviated a word like *it is* to *it's*, she had used the quotation marks appropriately. In addition, she also used appropriate punctuation like the use of period in the sentence that can help the reader to find out the sentence breaks and the use of comma to indicate pauses in sentences. Besides that, she used a capital letter at the beginning of each sentence, for the name of the university and city like the example above. Furthermore, the spelling of each word used in the text was correct.

Then, in good category there were 10 students with a score of 3 and the others (6 students) were in moderate category with a score of 2.5. It was because they had already used mechanic that was commonly relevant to their use. They used appropriate capital letters, punctuation and spelling in the text but with few errors. Therefore, they were included into good category. Few sentences below are the mechanic used by student that was included in good category.

Student 20

> *First, with breakfast it can…in the morning, After you get the benefits of the quality of brain performanc which can support your activities especially in the morning such as at school or office people who have done breakfast have their brains more ready to think, remember…..*

Student 20 had already used capital letter, punctuation and spelling but with few errors. For example, like one of the paragraphs in her writing, there was a sentence that was quite long and she did not provide a pause or comma in the sentence. In addition, there was an inappropriate use of a comma. After the first sentence, she should put a

period and continue to the next sentence which starts with a capital letter at the beginning of the word. Besides that, there was also slight error in the spelling of words such as the word *performance*, but it was mistakenly written into *performanc*. Although these errors may seem minor but they can affect the quality of writing.

Thus, the difference between student 4 and student 20 was in the completeness and accuracy of using mechanics in writing. If students use mechanical components needed in their writing properly and precisely, it can help readers understand the text easily. It has been implemented well by the student 4. She applied capital letter, punctuation and spelling according to its use. While, student 20 has used those mechanical component but there are some inaccuracies in its use as previously explained. Therefore, that is what causes the quality of his writing reduced in the mechanical aspect.

DISCUSSION

Students' Content in Analytical Exposition Text

The result of the study showed that most of the students had very good quality content. They are able to create content that is absolutely relevant to the topic. The sentences used are also consistent and support each main idea in the text. This finding is in line with research conducted by Wahyuni (2015) which showed that many students have good scores on the content aspect. They are included in the good to excellent category for the content. They have clear topics and main ideas in each paragraph which are developed with explanations to provide deeper knowledge for the reader. As a result, the ideas expressed are in accordance with the topic and are related to one another. Therefore, the content in their text has good quality for exposition text.

In writing, the writers must be able to express their ideas in writing accurately and effectively in order to make the reader understand the author's intent and purpose. Furthermore, for producing good quality content, the writers must critically present their arguments or opinions (Politton & Hadiyanti, 2019). It aims to provide in-depth knowledge for readers. This qualification has been fulfilled by students at one of senior high school in Sidoarjo. Even, almost all students in the class are included in the good to very good category. It means that students are able to create content that is relevant and logical and also in accordance with the topics discussed in the analytical exposition text.

Students' Organization in Analytical Exposition Text

In term of organization, most students already have very good quality. They fulfill the structure of the text completely, which consists of a thesis statement,

argument, and reiteration. The written thesis is specific and in accordance with the topic, the arguments presented are also supported by complete supporting details, and reiteration is concluded according to what has been discussed previously and it is conveyed clearly and concisely. This result is supported by the study from Mahmudah et al. (2017) which analyzed the generic structure used in analytical exposition text. The results showed that most of the students were in the good category in applying generic structures in analytical exposition text. Of the 25 students' writing results analyzed, in the thesis statement there were 16 students, 17 students for arguments, and 22 students in reiteration who were in the good to very good category. It indicates that students have been able and master in applying the structure of analytical exposition text appropriately.

According to Husna (2017) in making a paragraph to become integrated text. It requires an organization or order that is acceptable to the reader. Students have to be able to organize the ideas into neat paragraphs and order them well. Fajriani et al. (2019) explained that to produce good writing on analytical exposition text students must be able to apply text structure well. Thesis statement that is presented must introduce a specific topic and indicate the position of the author. Besides that, the arguments presented must be supported by relevant and reliable evidence which can be in the form of examples, definitions or research results. In addition, reiteration as a conclusion must represent the content of the text that has been discussed. This is in line with the criteria that have been achieved by the students in one of senior high school in Sidoarjo that most of them have met these criteria well. There were 26 students of the 32 students who were able to organize the structure of the text appropriately and sequentially. Therefore, they can be considered to have good quality in organizing the structure of analytical exposition text.

Students' Grammar in Analytical Exposition Text

The finding of the student's quality in grammar showed that more students still have low quality in using grammar for creating analytical exposition text. More than half of them are in the moderate category. There are various errors in the use of grammar such as the use of tenses, singular or plural, pronouns, articles, etc. Similar result was also obtained by Elfa (2020). In her research, the average score obtained by students in using grammar was included in the unsatisfactory category. This is due to the low competence of students in applying language features in accordance with the rules. Based on the results of research that has been done, the problems experienced by many students in creating analytical exposition text are the use of simple present and passive voice.

Fauzan et al. (2020) argues that in creating analytical exposition text, students must be able to use simple present tense appropriately to present arguments to the text. Unfortunately, many students still do not really understand the rules of this tense. Consequently, there are many sentence structure errors in the text. Particularly, the errors in the use of *be*, singular or plural, the use of the suffixes s/es and inaccurate usage of the verb. Sometimes, they are confused about when they need to add the suffixes s/es to the verb and they often get it wrong. Besides that, he also explained the factors that make students weak in using grammar are a lack of knowledge about the rules of language in English and a tendency to translate word by word. This caused an error in the word order. They synchronize the sentence structure on their L1 into English. In fact, there are many differences between their L1 and English that they may not know. Therefore, they often experience errors in the correct order of sentences. Thus, it indicates that the students' competence in using grammar is still low because there are still many grammar errors in their writing.

Students' Vocabulary in Analytical Exposition Text

In term of vocabulary, many students already have good quality in creating analytical exposition text. Most of vocabularies which they use are relevant related to the genre of the text and meaning of the words. In addition, the choice of the right words and the use of variations in vocabulary in the text make readers interested in reading and trying to understand the content of the text. The result of this study was supported by Amri (2017) who also analyzed the quality of vocabulary in analytical exposition text that is written by students. The result showed that 50% achieved very good level, 7.5% were at the good level, and the others were at enough to low level. It indicates that there are more students who have good quality in choosing vocabulary for creating analytical exposition text than students who are still at enough to low level.

Belkhir & Benyelles (2017) argues that vocabulary is considered as the key in order to makes the writer's ideas can flow in an appropriate and precise flow. Therefore, the writers are required to master many kinds of vocabularies that are useful for expressing the ideas that exist in their mind. Definitely, it can make the reader easily grasp the meaning and purpose which the writer wants to convey. Most of the students at one of senior high school in Sidoarjo have met these qualifications which make them were in good to very good category in using vocabulary. Therefore, they already have a good quality in using vocabulary for analytical exposition text

Students' Mechanic in Analytical Exposition Text

The result of students' writing quality in mechanic showed that most of the students had good quality in using mechanical composition in writing analytical exposition text. Mechanic used by students is commonly relevant. They have already used capital letter, punctuation and spelling properly. This finding was different from the previous research that was conducted by Amri (2017) who analyzed the students writing competence in analytical exposition text. The result showed that more students fall into the moderate category of using mechanics in analytical exposition text. The differences in research results can occur due to differences in the abilities of the students studied. The students in one of senior high school in Sidoarjo paid enough attention to the use of mechanics in creating analytical exposition text. It might be because they have become accustomed to using it in writing. When they were asked to compose a text, mechanical usage was ingrained in their brain and automatically used when writing. This is different from Amri (2017) findings because sometimes students often ignore the use of mechanics. They think it is not too important in writing. Thus, they are more focused on other writing components.

CONCLUSION

Based on the result, it can be concluded that almost all students have good quality in creating analytical exposition text. Based on writing compositions, students had mastered content, organization, vocabulary and mechanics well. They were good enough in applying these compositions in creating analytical exposition text. Unfortunately, they had a weakness in grammar when creating this text. Many of them still had difficulty in formulating correct sentences. Although, most of the student had already good quality in creating analytical exposition text, there were still some students who fell into the moderate category due to certain errors such as difficulty in maintaining a complete structure and lack of attention to the use of mechanics. Furthermore, there were no students who were included in the poor category.

Because most students still have difficulties in grammar, teachers must pay more attention about this. The teacher must evaluate and look for grammar teaching methods that are easier for students to understand. Thus, students can make analytical expositions that are better than before and in accordance with the structure and language features of analytical exposition text. Meanwhile, for students, they should practice more in writing and reading some examples of analytical exposition text. It aims to make them have an overview

regarding the form and writing model of analytical exposition text. As a result, they have a deeper understanding of the text and do not rely solely on the explanation from the teacher. Then, for future researchers, they can do research on other types of text in senior high school that are still considered difficult for students, to determine the extent of their quality and the difficulty aspects of the text.

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