The Profile of Undergraduate Students' Ability in Writing Exposition Text

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ABSTRACT

This study was aimed to identify the ability of first-semester students' class of 2023/2024 in writing analytical exposition texts according to CEFR level at UNK Semarang and identify the problems faced as well as solutions to these problems. The data were taken from 35 students' writing products and the results of interviews with several students. Data analysis for assessment writing will use Ratnaningsih' theory and CEFR. This research uses mixed methods, in the first stage the researchers will carry out a quantitative method first (calculating writing test scores) and then the researchers will carry out a qualitative method (interviews). The results of this study showed that the writing skill level of participants is at level C1, where the highest aspect obtained by most students is content and the lowest aspect is mechanics. Apart from that, the main problems in writing analytical exposition text are grammar, vocabulary, spelling, punctuation, and capitalization. Lastly, researchers can propose for the problems in this study is to increase or diligently practice writing in English, note down a new vocabulary that has never been known before and increase knowledge with various kinds of references found, for example from YouTube.

Keywords: Analytical Exposition Text, Writing Ability, CEFR

1.   Introduction

Writing is one of the skills that individuals need to improve when learning a language, especially English as an international language (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 reading. When a text contains grammatical errors and mistakes, 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 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. The 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.

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 UNK for students inside the first semester of the 2023/2024 academic year. Analytical exposition is a textual content that explains the writer's ideas or evaluations approximately 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 such as clarity of capital letters, correct use of spelling, correct use of punctuation in sentences, and integration between sentences.

The researchers want to identify that in Indonesia there 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 (Framework, 2018). The Council of Europe created it to provide 'a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe'. It became envisaged often as a planning device whose purpose became to promote 'transparency and coherence' in language education. The CEFR is a framework that describes language learners' capacity in phrases 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 former 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 surveyed 25 students from science and social studies classes while this research surveyed 35 students from the management, psychology, and accounting 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 whereas this research uses mixed methods.

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 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 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. The gap in this research lies in the results of the research, if previous research only analyzed the results of students' writing abilities at the level based on the CEFR using quantitative or qualitative methods, this research analyzes the results of students' writing abilities at the level based on the CEFR, the problems experienced during the writing process and researchers provide solutions to the problems faced by students using mixed methods.

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 need to 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 authors need to be capable of describing experiences, activities, goals, hopes, ambitions, and briefly provide 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, n.d. 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 UNK as the place of research, because previous research mostly only examined high schools, so in this study the researchers plan 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 *"The Profile of 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 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 look 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 associated with 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 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 the research purpose 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 generalizations. 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 the 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 device or media used by researchers to get the data. According to Creswell (2009) said, "Instrument is a device 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, and only test respondents through their knowledge and interviewing them without providing input. 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:

Table 1 Assessment of Writing by Ratnaningsih (2016)

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
			● Few errors of agreement, tense, articles

Aspects of Writing	Level	Score	Criteria
Language use	Excellent to very good	25-20	
	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.

The table above is a rubric scoring table for assessing writing skills. There are four aspects of writing assessment, namely content, organization, language use, and mechanics. Each level has an assessment category: from excellent to very good, good to average, fair to poor, to very poor. The scores given are adjusted to each category, the minimum score is 1 and the maximum score for each category is 25. The assessment must be carried out according to the criteria in each category, so here the researchers first read the students' writing results and then match them with the predetermined criteria. The total score is seen per aspect by adding the score results from one aspect to another.

Another instrument used by researchers is 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 sort of interview is covered within the in-depth interview category, where implementation is freer whilst in comparison with based interview. The purpose of this type of interview is to discover the problem more openly, in which the parties invited to interviews are requested for opinions and thoughts (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 to conduct 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.

There are two interview questions that have been prepared by researchers:
1. "What problems or obstacles did you face when writing an analytical exposition on the topic of child-free yesterday? Please explain in detail."
2. "What is the reason why you are facing these difficulties? Please explain."

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 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

Data that has been amassed needs to be analyzed. The researchers will analyze this data through 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 from Ratnaningsih (2016):
There are four aspects of writing assessment, namely content, organization, language use, and mechanics. Each level has an assessment category: from excellent to very good, good to average, fair to poor, to very poor. The scores given are adjusted to each category, the minimum score is 1 and the maximum score for each category is 25. The assessment must be carried out according to the criteria in each category, so here the researchers first read the students' writing results and

then match them with the predetermined criteria. The total score is seen per aspect by adding the score results from one aspect to another.

2.5.2   Calculating the students score, the students score is 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

Table 3 CEFR Writing Score Category from British Council, n.d. (2023)

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.

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 data 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 (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 *"an assembly of two humans to exchange information and ideas via questions and responses, resulting in communication and joint*

construction of meaning approximately a particular subject matter". Susan Stainback (1988) also stated that *"interviewing offers the researcher a method to advantage a deeper understanding of ways the player interprets a situation or phenomenon than may be gained thru 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 might be acquired. Consequently, in engaging in interviews, information collectors have prepared research gadgets within the shape of written questions that have alternative solutions prepared. With this structured interview, every respondent was given the same question, and collectors' data recorded it (Sugiyono, 2018). Semi structured interview, this sort of interview is covered within the in-depth interview category, where implementation is freer whilst in comparison with based interview. The purpose of this type of interview is to discover the problem more openly, in which the parties invited to interviews are requested for opinions and thoughts (Sugiyono, 2018). Unstructured interviews, according to Sugiyono (2018) are a free interview where the researcher isn't always the usage of an interview manual that has been organized systematically and completely for information series. 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 to conduct data analysis. The reason is this form of interview is included in the in-depth interview category, wherein its implementation is freer in comparison to dependent interviews. This type of interview aims to locate troubles extra openly, wherein the party being interviewed is requested for their reviews and ideas. When engaging in interviews, researchers need to pay attention cautiously and note down what the informant says.

3.   **Result and Discussion**

3.1   Results of the Research

In the research results, researchers show the results of students' analytical exposition text writing tests at Universitas Nasional Karangturi. Apart from that, the researchers also presented the results of interviews with five students based on the scores they obtained. The assessment was carried out based on the writing aspects that the researchers explained in the previous section.

3.1.1   Writing Skill Level

Table 4 The Test Results

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

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
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

No	Participants	Aspects of Writing				Total Score	CEFR Level
		Content	Organization	Language Use	Mechanics		
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

The average score for the content is 16.82 falls into the *Good to Average* category with the description generally applicable 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 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. The average score proves this, specifically 65.62, which falls into 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 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, n.d. 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 the 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 are 88. But overall, the writing ability of Class XI SMA 1 Canduang is at a proficient level (C1). A statement from the British Council supports and 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 are at the excellent level, five students at the proficient level, ten students at the fair level, and one student at the 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). A statement from the British Council supports and 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 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 approximately the troubles, obstacles, and their reasons, the researchers did a studies interview with the students approximately 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 problems 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 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 problems 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 have to enhance their writing skills with the aid of training in writing as frequently as possible. Moreover, the scholars should grasp the organization and writing of analytical exposition text; which includes the generic structure, grammar, capitalization, punctuation, etc.

Besides that, Zuliani (2021) also mentioned the solution for mechanics problems where students had to enhance their writing skills with the aid of training in writing as frequently 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 need to also enhance their knowledge about issues or phenomena that occur in their society so it becomes easier for them to put in writing approximately 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 a 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.

4. Conclusion

Based on research findings, it can be concluded that the ability of the third semester English department students in writing an 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. The average score, namely 65.62, 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 into 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 into Average category.

Interviews are a useful method for finding out the problems students face in writing an analytical exposition text. From the interview, there are some problems that students faced in writing analytical exposition text, like 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, researchers advise the students to get a better result in writing analytical exposition text. The students should improve their writing ability with the aid of practicing writing as regularly as possible. Similarly, the students must improve their information approximately the issues or phenomena that appear in their society to ease them to put in writing about it. Furthermore, the students have to master the organization and writing of analytical exposition text; along with the generic structure, grammar, capitalization, and spelling. It would be better if the 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 academics or instructors is likewise to enhance the scholars' capability in writing analytical exposition texts. Lecturers or teachers should offer many writing tasks to the students to make writing become their habit. Some students will not exercise writing if the teachers or instructors do now not ask them or provide them with responsibilities to jot down. Consequently, as often as the lecturers or teachers give writing duties to the students, they might be easier to write down. 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 the students' writing abilities on a topic in a reading book.

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