

An Analysis of Students' Writing Compositions of Analytical Exposition Text

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ABSTRACT

Mastering writing skill is considered difficult by the students (Reid, 1993). They need particular practice to develop their writing skill. The teacher should know the students' abilities and difficulties toward it and one of the ways which teacher can do is by analyzing students' compositions. In this research, they are generic structures and language features. They may make students find some difficulties. This study was descriptive qualitative and aiming to describe the students' competence in writing analytical exposition texts. The researcher was the first instrument and the second instrument was the students' compositions. To analyze the data, there were three steps; classification, analysis, and representing to determine whether the students write analytical exposition text with proper generic structures and language features or not. After being analysis, the researcher found the students could write the text with a good generic structures and language features. However, there are some students who do not compose them properly. For generic structures, some students often do not write review of arguments in thesis and reiteration. And for language features, some of the students often do not apply the diction well. Then from the analysis, the abilities and difficulties of the students can be identified by the teacher

Keywords: *analytical exposition, generic structures, language features, writing*

Introduction

Writing is a very important skill in human life. Writing allows the students take their ideas out of the realm of thought and give them a form that other people can read and consider (Kern, 2000). It means people can share their opinion freely followed by logical reason through writing.

However, writing is not always easy to do. (Sitorus & Sipayung, 2018) state that writing is more complicated than other skills (speaking, reading and listening) in English. The students faced some difficulties in mastering writing skill. Reid (1993) states that there are some obstacles that the students face in writing.

First, the students might have a little practice in writing composition in their native language. Second, the students have a limited or none at all, of the idioms, transitions, words, connectors, and other important writing elements in English. Third, many students are shy to write because they feel they have nothing to write about, or because they do not know how to express themselves.

To develop writing skill, students need particular practice. (Sipayung, 2019) states that

Many students from the basic level up to higher level attend English courses to develop their competence and skill in English. Nunan (2003) said that writing is acquired through practice. In other words, writing should be practiced and learned gradually and it needs long time to make the students skillful in writing. There are several steps in writing that should be followed when the students start to produce something. They should master four main areas in writing skill. The first is called grammatical skill. The students should have the ability to write correct sentence. The second is stylistic skill. In this case, they should also have the ability to manipulate sentences and use language effectively. Then the third is mechanical skill. It is the ability to use correctly conversations peculiarly to the written language. The fourth is judgment skill which is the ability to write in appropriate manner for a particular propose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

The teachers can use text type to teach writing skill. The fact, the senior high school students are demanded to acquire 13 genres or types of the text.

They are recount, narrative, descriptive, analytical exposition, hortatory exposition, procedure, anecdote, review, report, discussion, spoof, news item, and explanation (Depdiknas, 2006).

From all of the texts, the analytical exposition text is the text that has to be mastered by students. An analytical exposition text is a piece of text which presents one side of an issue to persuade reader or listener by presenting one side of argument (Anderson, 1997). The analytical exposition text is designed to persuade the reader or listener that something is the case (Doddy, 2008:62). The generic structure of analytical exposition text consists of thesis, argument, and reiteration. Thesis introduces the topic which will be talked about. Then to support and criticize the topic, the students need to elaborate the evidence to convince the audience called argument. In this part, they develop and support each point/argument. The final section is the reiteration that restates their position.

Somehow, writing the analytical exposition text is considered to be difficult. The students have difficulties in writing the analytical exposition text. Their difficulties can be seen from the ability to apply the generic structure of the analytical exposition text appropriately. The students must concern on what kind of text they are going to write because each text has its own generic structure. Deciding whether using analytical exposition text or hortatory exposition text when they wanted to argue something is the case or something should be or ought to be becomes so crucial because it determines what the writer's purpose of making the text. Knapp and Watkins in Hyland (2002) states that to make the text effective as written communication, the students should consider on how all parts of the text, such as the paragraph and sentences are structured, organized, and coded. (Sipayung, 2016) states that A good paragraph should explain or describe the text clearly, unity, coherence, logically and easily to understand by the readers

Suharko (2009) found that most students still consider that analytical and hortatory exposition texts are the same. They do not really realize the differences. The students also still got difficulties in making thesis statement in analytical exposition text although they were able to apply the argument of the text. Erina (2008) also found that most of students did not apply the recommendation in hortatory exposition text appropriately. The students got difficulties to end the texts whether to bring the

reader that something is the case or something should be or ought to be.

The problems above interest the researcher to conduct this research. This study attempts to explain to what extent students are able to write analytical exposition text. The students of senior high school are chosen as the subject of this study because they have writing material about analytical exposition text. They are hoped to express feeling, thoughts, and ideas to compose analytical exposition text assignment.

As one of language skills, writing is a productive endeavor as opposed to listening comprehension and reading which are receptive. It is a skill which asks students to produce their composition. According to Reid (1993), writing as productive skill is likely considered as unnecessary skill by students, since of the four skills, writing is the least critical within the framework of foreign language learning.

On the contrary, Percy (1981:7) says that writing is important in students' activity. It creates ideas of something, which cannot be produced by spoken way. It also allows students to give information to others about their intentions, and permit them to express their feelings and emotions. Many students claim that the act of writing helps them discover idea, make new connection, or say something they know. Writing can help each student individually to improve his or her writing with their respect to expression, content, logical organization, grammar, spelling, and also mechanic. They can express everything they thought in the form of composition by doing writing.

In teaching and learning process, students are expected to be able to express their feeling, ideas, and thoughts into written form by doing writing activity. In writing class, teacher may give less attention to the students' condition. There may be teacher's domination in the classroom activities like giving the instruction to the students to do assignments without guiding them to do the duties. Besides, the students are asked to write a paragraph or text based on the chosen topic which has been prepared by the teacher. However it can make the students feel bored because they may not be interested in the chosen topics. Therefore, they get difficulties to explore their creativity in writing the paragraph or text.

Thus, the teacher has to consider the students' interest or willing and their language level to make it useful and effective. She/ he can give some texts which are interesting but still related to the material and can help the students to achieve the objective of learning.

Method

In conducting this study, the researcher chose descriptive qualitative method. Descriptive qualitative studies simply describe phenomena. The researcher observed and described the fact in natural condition.

According to Bodman and Tylor in Moleong (2008:3), qualitative research is a research procedure which represents the descriptive data such as words in written or oral from the people and the behavior that can be observed. The researcher chose this method because the main purpose of this study is to describe the ability of the students of a state senior high school in Mojokerto city in implementing analytical exposition text. Moreover, there was no treatment in this study. Besides, there were no numeric data in this study.

The subjects of the study are the eleventh grade students of a state senior high school in Mojokerto city. The eleventh graders have to be able to master some kinds of texts, including analytical exposition text. This study was conducted to analyse the writing analytical exposition text of eleventh graders of a state senior high school in Mojokerto city. The researcher took six students from one class. It was XI-IS2 class. This class was chosen by the consideration of the teacher's information. From this class, the researcher chose those six students from every level of achiever (good, average, and low) randomly.

The researcher is the first instrument to get the data. The second instrument needed for this study is the students' analytical exposition text compositions.

The data were in the form of writing analytical exposition text. The topic was free. The students' analytical exposition text compositions were collected by the teacher as the teachers' document, then the researcher took the data randomly which would be analyzed. Table of generic structure and language features were used to simplify the classification and identification of generic structure and language features of the students' analytical exposition text composition.

Table of generic structure was used to analyze the generic structure of the students' compositions from the thesis, arguments, and reiteration while the table of language features was used to analyze their composition in terms of language features.

The results presented the students' ability to write analytical exposition text. Besides, the

organization of generic structures and the application of linguistic features of analytical exposition text were presented based on the text analysis. The data of this study were analytical exposition text writing of the students of senior high school.

After having been collected, the data were analysed and grouped into three different levels, those are; good, average, and low. This was intended to examine the students' ability in writing analytical exposition text composition in terms of generic structure and linguistic features.

After getting data from the students' composition, the researcher did the next step that was analyzing the data. Table of generic structure was used to assess the students' composition. Their understanding of writing exposition text could be analyzed through the table. In the table of generic structure, there are lists of generic structure of analytical exposition texts. The generic structure of analytical exposition text is thesis, arguments, and reiteration. In this step, the researcher used the table to know the students' compositions whether they are appropriate or not in the case of generic structure.

After analyzing the generic structure of the compositions, the researcher then analyzed the components of the language features by using table of the language features of each text. The linguistic features of analytical exposition text are generalized participants, possibility of technical terms relating to the issue, variety of verbs (process) types – action (material), linking (relational), saying (verbal) and mental, actions are often changed into 'things' (nominalized) to make the argument sound more objective and to help structure the text, connectives, employ emotive and poetic words, present tense, passive form. In this step, the application of language features was seen whether it was correct or not. Then by doing the analysis, the confusion of writing analytical exposition text could be identified. As the result, the students' compositions in writing analytical exposition texts were described.

Finding and Discussion

The Generic Structure of the Students' Analytical Exposition Text Composition

The researcher collected the analytical exposition text compositions composed by the eleventh graders of a state senior high school in Mojokerto as the source of data. They were six compositions of analytical exposition text represented all levels ability and those compositions were taken randomly from XI-IS2.

The type of text was analytical exposition text and the topic was free. The teacher did not limit

how many paragraphs the students had to compose. He only gave some suggestions to his students to compose analytical exposition text completely in the generic structure.

In this part, the researcher describes the students' composition based on the text analysis. The generic structure of analytical exposition text consists of thesis, argument, and reiteration. Thesis introduces the topic which will be talked about. Then to support and criticize the topic, the students need to elaborate the evidence to convince the audience called argument. In this part, they develop and support each point/argument. The final section is the reiteration that restates their position. From the analysis of generic structure in the students' compositions, there are three levels found; good, average, and low. Here are the students' analysis of generic structure.

a. Good Level

This is the example of *good category* made by student 1. He included all components of the generic structure of analytical exposition text in her composition. The paragraphs were also showed logically sequenced and the transition of each paragraph was smooth enough. The writing result below presented paragraph logically sequenced or chronological generic structure.

Thesis

Firstly, it was showed by the thesis in the first paragraph. He included a good thesis statement to start the text by stating what the issue was and what he thought about it. The thesis introduced the topic of the text and showed the general opinion. The thesis was expressed in high articulate manner.

“Learning English through music and songs can be very enjoyable.”

After stating the thesis, he gave preview of arguments that accompanied the thesis.

“You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.”

The first paragraph was started with the problem that was focused, and then there were some reviews of arguments as the evidence. The writer showed that the case was learning English through music and songs can be very enjoyable. Then review of arguments which supported what he thought was *learning English through music and songs mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress.*

Arguments

The second generic structure was arguments. In the arguments, student 1 composed a series of points with supporting evidence. The students gave evidence for all points of elaboration which are highly articulate and very well researched. The series of argument strengthened the thesis stated before. In this example of analytical exposition text, paragraph 2, 3 and 4 were the detail arguments presented in a reporting fact to support that learning through music and song is enjoyable. That *“songs use simple conversational language with a lot of repetition, song can be appropriated by listener for their own purpose, and songs are relaxing”* were used to support the statement of problem/ thesis.

Reiteration

The last part of the generic structure was reiteration. In the reiteration, the conclusion of the writer was presented. The reiteration was simple but it was really a powerful reinforcement. The writer could summarize and give a brief review of arguments mentioned before. She restated that *“learning through music and songs can be enjoyable and fun”* as the representative of arguments stated in paragraph 2, 3, and 4.

It proved that student 1 had knowledgeable information on how to make analytical exposition text. He really knew how to write the generic structure of analytical exposition text in his composition appropriately.

b. Average Level

This is the example of text that was categorized in *average level*. It was made by student 2. She included all components of the generic structure of analytical exposition text in her composition.

Thesis

The first, she included a good thesis statement to start the text by stating what the issue was and what she thought about it. The thesis was expressed in high articulate manner but was not accompanied by a clear preview of arguments. It was started with the problem that was focused but there were not some review of arguments as the evidence. The thesis was very simple and too short. Student 2 just wrote *“I think sleep is important for our life. Why do I say like that?”* as the problem without giving review of arguments that supported her idea. She should give review of arguments to support the problem in the first paragraph

Arguments

Student 2 continued her text to the arguments. The student gave evidence for all points of elaboration which are highly articulate and very well researched although they were very short.

Student 2 could elaborate the arguments clearly and it was very well researched. The arguments were also presented in a good arrangement from the first until the last argument. She gave three arguments on the writing composition. The first argument consists of point and very brief elaboration. The point sentence is *“sleep can make our body fit shows the advantage of sleep”*. Then the elaboration is *“if not, we will feel tired and sleepy every time”*. The elaboration shows the consequences if people do not sleep, they will feel tired and sleepy every time. It can be inferred that the first argument use the generic structure correctly.

The point sentence in the second argument is also showed clearly, *“sleep also van avoid our body from many kind of diseases like diabetes”*. But the point sentence is not followed by the elaboration that presents the reason why sleep can also avoid our body from many kinds of diseases. And the sentence *“besides that, if you cannot sleep well it can make you stress”* is not the elaboration. The sentence is actually the example of diseases. From the sentences in the second argument, it can be said that the student can state the point but still lack of elaboration. In addition, the third argument is also lack of elaboration. It just consists of point sentence *“if you can sleep well, it can help your activity in your life”*. There is no elaboration of how sleep can help our activity.

Reiteration

The last criterion of the generic structure was reiteration. In the reiteration, restating the writer’s position was reinforced. The reiteration of this text was organized in a simple way too. *“From the fact above, we know the importance of sleep for our life. It can make our body fit and health for every time and every day”*. The reiteration is used to make the arguments in the previous paragraphs stronger. It can summarize the three arguments stated before.

Besides, although the organization of composition was too short, it briefly expressed a fluent idea. The writer could compose the generic structure smoothly enough and in a chronological order by giving appropriate connectives in each paragraph like firstly, secondly, and thirdly. So the reader can understand the arguments or even the whole text easily.

c. Low Level

The text *“Dangerous of Drugs”* is the example of analytical exposition text classified into *Low level*. This text was from student 5. The text was only completed with thesis and

arguments. So, there was no reiteration in this text.

Thesis

The thesis organized by student 5 included a topic and indicated the writer's position; outlines the main arguments to be presented. But there was no review of argument as the requirement in thesis to accompany the writer’s point of view about the topic discussed.

The thesis is begun with general opinion of the writer about the topic which will be discussed on her writing. It is showed clearly in the sentence *“The drugs is destroy of people”*. Nevertheless, the thesis does not propose review of arguments. It can be minus point for the student’s writing. The sentence *“Now, many people injected in drug, so you must know that dangerous of drug like”* actually can be continued as the review of arguments, but she does not continue to review the arguments to support the statement of problem.

Arguments

The thesis then was followed and supported by arguments. The arguments were used to strengthen the statement of position. This text had three arguments that were used to support the thesis. Unfortunately, the three arguments were not in logically sequenced and smooth transition in each paragraph. She used appropriate connectives as the characteristic of analytical exposition text in the arguments.

The first argument paragraph consists of point and elaboration. The point is *“Firstly, drug can make we keel”*. The sentence shows one of the dangerous of drugs. After stating the point, the student wrote the effect if we still consume drugs as the elaboration sentence.

In the second argument, the student stated the point without writing brief elaboration. She stated *“Secondly, drug can destroy of people and our dreams will destroy cause drug”* as the point sentence. Actually she should giving elaboration by stating how drugs destroy people and their dream. For the third argument, she only wrote the point sentence *“And the last drug is very expensive if you use the drug you will waste your money and can decrease your life”* without mentioning any elaboration. It seems the student is lack of understanding the generic structure of analytical exposition text. The arguments should be begun with point and followed by elaboration that supports the points.

Reiteration

Unfortunately, there is no reiteration in this text. The student should give the reiteration as the form of conclusion from the arguments stated before. The reiteration can be used to strengthen the arguments in the previous paragraphs. She

actually can give the reiteration like “*from the fact above, it can be concluded that drugs give many disadvantages for people especially for their health, money, and dream*”

All compositions of analytical exposition text made by the students had been analyzed. From the analysis, most of the students were able to organize the component of analytical exposition text in terms of the generic structure. The generic structure of analytical exposition text made by the students showed that they had understood and they had no significant difficulties. Most of the students organized the thesis, arguments, and reiteration in analytical text properly.

However, there were still some of them produced the generic structure improperly, for instance, student 4 did not include the review of arguments in the thesis of analytical exposition text. She only stated the problem/ issue and there were no any reviews of arguments. Actually, the review of arguments is very important in the thesis.

In short, the students’ ability in terms of generic structures touches the highest level. There were three students (student 1, student 3, and student 6) who got *good categorization* in analytical composition text. The thesis, arguments, and reiteration of the text were very complete. The thesis contained the expression of the position statement and was accompanied by a concise preview of arguments. The arguments were explained by strong evidence and elaborated clearly. Then, reinforcement of position statement was forcefully stated in a highly articulate manner with strong and clear reference/s to arguments presented. But student 2 and 4 were in average level because they missed review of arguments in the thesis. The last was low level that was placed by student 5. She did not state review of arguments in the thesis and give conclusion of the case as reiteration in the last paragraph.

The Linguistic Features of the Students’ Analytical Expository Text Composition

Analytical exposition text has a specific linguistic features and it differs from other texts. The linguistic features of analytical exposition text are generalized participants, possibility of technical terms relating to the issue, variety of verbs (process) types – action (material), linking (relational), saying (verbal) and mental, actions are often changed into ‘things’ (nominalized) to make the argument sound more objective and to help structure the text, connectives, employ emotive and poetic words, present tense, passive

form. However, not all of them have to be used by the writers in writing analytical exposition text. They can use some of the linguistic features as they need. After analyzing the data, there are only two levels (good and average) in students’ analytical composition. The examples and the analysis of the students’ composition could be seen as follows:

a. Good Level

It is the example of analytical composition that is classified into *good level*. This text entitles Learning English through Music and Songs. Here, student 1 used the linguistic features of analytical exposition text properly.

Generalized Participants

Sometimes human but often abstract (issues, ideas, opinions, etc.) – unless the issue centers on a particular event or incident. The examples of generalized participants are as follows: *simple conversational language, a lot of repetition, and their own purpose.*

Technical Terms Relating to The Issue.

Technical terms found in the text are shown in the following examples:

“*Relaxing, variety, fun, harmony, enjoyable*”

The technical terms used are in line with the topic. If the topic is about learning English, the words used are words related with learning English. When the text talked about healthy, technical terms that is used such as medicine, drugs, disease, and injured

Variety of Verbs

1. Material process

Material process includes processes of doing and happening. The participant roles associated with material processes are; actor, the person or thing which ‘does’ the process; goal, the person or thing which is ‘done to’

It refers to physical action which others can see somebody is doing or a thing does. It could be found in the students writing, for example:

1.we **use** songs in language learning.
2.what many learners **look for** sample text.
3.and **encourage** harmony within oneself and within one group.

From the example above, the words “*use*”, “*look for*”, and “*encourage*” are done by the subject in order to do something. Therefore, the words above are the examples of action verbs that are used by the students in their writing.

2. Relational process

Relating *process* refer to verbs which give information about the subject. Sometimes relating verbs are called linking verb or “state-of-being verb.” In the students writing were found such as:

1. learning English through music and songs can **be** very enjoyable
2. The fact that they **are** effective.....
3. Songs **are** relaxing.

In the first sentence, the word “**be**” was proposed to give information about the subject that is “*learning English through music and songs*” which is very enjoyable. The student also used the other word “**are**” as relating verb in his writing.

3. *Mental process*

Mental processes are the verbs that refer to the human being mind. The examples of thinking verb in the composition were as follow:

*“I personally **think** learning English through music and songs.....”*

The students used thinking verb in order to show their feeling about something what he wanted to write such as the word “**think**”. It was based on the student’s own point of view.

Actions Changed into ‘Things’

A term to describe or to express a process as a thing or participant is nominalization. Another reason for using nominalization is to help structure a text.

- Some underlying reason can be drawn to support the idea why we use songs in language learning.
- Learning English through music and songs can be very enjoyable.

Connectives

Connectives are words that indicate logical reasons between two clauses or sentences. The connectives used by the students to show the relationship between paragraphs. The words “**firstly and secondly**” are used to show the sequence of reason why things should be given attention. In the third sentence the word “**in addition**” is used to express as well (as) or the act of adding a substance or thing to something else. In the student’s composition, the connectives were:

1. **Firstly**, songs in general use simple conversational language.....
2. **Secondly**, song can be appropriated by listener.....
3. **In addition**, songs are relaxing.

Emotive and Poetic Words to Argue and Convince

The emotive words found in the text are as follows:

- Learning English through music and songs can be **very enjoyable**.
- They provide **variety and fun**...

-and encourage **harmony** within oneself and within one group.

Present Tense

Verbs have forms called tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense. The simple present tense is also used to state facts, to tell the events of a story that is happening now, to talk about things that will happen in the future. In the simple present tense, the adverbs of frequency used are always, seldom, usually, often, and sometimes.

The examples of the sentences used by the student are:

1. You can mix pleasure with learning
2.when you listen to a song and exploit the song as a means to your English progress.
3. Songs in general use simple conversational language
4. They provide variety and fun.

Passive Form

Passive voice refers to sentence which the subject receiving an action from the object. This type of sentence was found in the students writing:

1. Some underlying reason can **be drawn** to support....
2. Song can **be appropriated** by listener....
3. It can **be concluded** that.....

From the example above, it can be seen that the students can use passive voice in their writing correctly. He used it in the right grammar, those are followed by past participle, e. g. “**be drawn, be appropriated, and be concluded**”.

b. Average Level

In this level, there are three students showed the linguistic features in *average level*. They are student 2, 4, and 5. The students’ writing result presented the linguistic features appropriately. The example of average level is obtained from student 4.

Generalized Participants

Sometimes human but often abstract (issues, ideas, opinions, etc.) – unless the issue centers on a particular event or incident. The examples of generalized participants are as follows:

*Do you know if you are to smoke, you may have serious **problems** with your **health**? A group of doctors wrote a report about some of the **effects** of too much smoke.*

*One of effects is on the lungs. If you are smoke, your lungs has to work harder this may lead to a lungs **attack**, or it may lead to other lungs problem.*

Technical Terms Relating to the Issue

Technical terms found in the text are shown in the following examples:

“Serious problems, health, lung, and cancer”

The technical terms used are in line with the topic. If the topic is about smoke, the words used are words related with smoke. When the text talked about healthy, technical terms that is used such as medicine, drugs, disease, and injured.

Variety of Verbs

1. Material process

Material process includes processes of doing and happening. The participant roles associated with material processes are; actor, the person or thing which ‘does’ the process; goal, the person or thing which is ‘done to’

It refers to physical action which others can see somebody is doing or a thing does. It could be found in the students writing, for example:

*A group of doctors **wrote** a report about some of the effects of too much smoke.*

From the example above, the words **“wrote”** is done by the subject in order to do something. Therefore, the word above is the example of material processes that was used by the students in their writing. But the student still made mistake write the word “broke”. It should be “break” because after modal **“can”**.

*“Extra smoke **can alsobroke** your lungs, and can caused diseased lungs cancer.”*

2. Relational Process

Relating process refers to verbs which give information about the subject. Sometimes relating verbs are called linking verb or “state-of-being verb.” In the students writing were found such as:

*Do you know if you **are** to smoke, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much smoke.*

*One of effects **is** on the lungs. If you are smoke, your lungs has to work harder this may lead to a lungs attack, or it may lead to other lungs problem.*

3. Mental Process

Mental processes are the verbs that refer to the human being mind. The examples of thinking verb in the composition were as follow:

*Do you **know** if you are to smoke, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much smoke.*

The student used the mental processes in order to show their feeling about something what

she wanted to write, for example the words **“think”**. It was based on her own point of view.

Connectives

The connectives used by the students to show the relationship between paragraphs. The word **“one of effects”** was used to show the sequence of reason why things should be given attention. In the third sentence the word **“in addition”** is used to express as well (as) or the act of adding a substance or thing to something else. In the student’s composition, the connectives are:

1. **One of effects** is on the lungs.
2. **In addition**, extra smoke can also broke your lungs.

Present Tense

Verbs have forms called tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense. The simple present tense is also used to state facts, to tell the events of a story that is happening now, to talk about things that will happen in the future. In the simple present tense, the adverbs of frequency used are always, seldom, usually, often, and sometimes.

The examples of the sentences used by the student are:

1. You may have serious problems...
2. One of effects is on the lungs.
3. More studies are needed about all these problems.
4. But one thing is clear, extra smoke may make your life shorter.

Passive Form

This type of sentence that is found in the students writing:

*“More studies **are needed** about all these problems.”*

From the example above, it can be seen that the students can use passive voice in their writing correctly. She used it in the right grammar. Those are followed by past participle, e. g. **“are needed”**.

Generally, the result of the analysis indicates that the students’ competence in applying linguistic features is very good. There are only two levels in this term, *good* and *average level* either in implementing linguistic features of analytical exposition text. In analytical exposition text, there are three students (student 1, student 3, and student 6) who got *good* categorization. The students were able to apply generalized participants, possibility of technical terms relating to the issue, variety of verbs (process) types – action (material), linking (relational), saying (verbal) and mental, actions are

often changed into ‘things’ (nominalized) to make the argument sound more objective and to help structure the text, connectives, employ emotive and poetic words, present tense, passive form properly. Then there are also three students (student 2, student 4, and student 5) classified into average level. They still got difficulties in applying the use of action verbs and connective. Somehow, the students touch the highest level in applying the linguistic features.

Conclusion

From the analysis, most of the students were able to organize the component analytical exposition text in terms of the generic structure. Most of the students organized the thesis, arguments, and reiteration in analytical text properly. However, there were still some of them produced the generic structure improperly, for instance, student 4 did not include the review of arguments in the thesis of analytical exposition text. She only stated the problem/ issue and there were no any reviews of arguments.

In short, the students’ compositions in terms of generic structures touch the highest level. There were three students (student 1, student 3, and student 6) who got *good categorization* in analytical composition text. The thesis, arguments, and reiteration of the text were very complete. But students 2 and 4 were in average level because they missed review of arguments in the thesis. The last was low level that was placed by student 5. She did not state review of arguments in the thesis and give conclusion of the case as reiteration in the last paragraph.

In addition, the students’ compositions in applying linguistic features are very good. There are only two levels in this term, *good* and *average level* in composing analytical exposition text. In analytical exposition text, there are three students (student 1, student 3, and student 6) who got *good* categorization. Then there are also three students (student 2, student 4, and student 5) classified into average level. On the other hand, there are only two students that belong to average level. They are students 2 and student 4. They still got difficulties in applying the use of present tense and connective.

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