

## STUDENTS' PROBLEMS IN WRITING ANALYTICAL EXPOSITION TEXT IN EFL CLASSROOM CONTEXT

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APA Citation: Nurlatifah, L., & Yusuf, F. N. (2022). Students' problems in writing analytical exposition text in EFL classroom context. *English Review: Journal of English Education*, 10(3), 801-810. <http://doi.org/10.25134/erjee.v10i3.6633>.

Received: 22-07-2022

Accepted: 24-09-2022

Published: 30-11-2022

**Abstract:** Writing is perceived as the most challenging skill among other productive skills in English language learning. This preliminary study aims at revealing problems encountered by secondary EFL students writing analytical exposition. Employing students' writing and interviews in qualitative manner, 25 second-year EFL secondary students in Bandung, Indonesia, were purposefully involved. Result indicated that students encountered three major problems in writing their analytical exposition; cognitive, linguistic, and psychological problems. Cognitively, most students had limited knowledge of the topic, problems with the structure of the text, the mechanism for capitalization, punctuation, and spelling, and difficulties in sharing ideas due to limited English vocabulary. Linguistically, students frequently encounter the two most challenging areas: vocabulary and grammar. Psychologically, students often found difficulties starting writing, lack of interest, laziness, and confusion in deciding sentence structures. Further discussion of the results is recommended to take into consideration to determine the appropriate treatment for the follow-up research.

### INTRODUCTION

EFL learners often encounter enormous challenges in mastering writing skills, which is essential to learning English (Rashtchi, 2019). It is probably due to writing being a complex process of conveying ideas or feelings in written form (Harmer, 2007). It is more than just the ability to write or construct a sentence or paragraph based on ideas. It is a multifaceted communicative skill, and teaching writing is viewed as a dynamic process that improves students' mastery of spelling, punctuation, grammar, composition, vocabulary use, and style (Terenin, 2015).

Studies on students' challenges in writing have been conducted by the researchers worldwide. Many students struggled greatly with writing unity, and the lack of cohesion in their compositions has a lasting effect and takes many forms (Terenin, 2015). Vocabulary, grammar, and writing resources were the primary causes of academic writing issues (Li and Zeng, 2019). The writing composition issues among Iraqi EFL students, the majority of the students' mistakes

involved grammar, punctuation, spelling, and handwriting (Nasser, 2019). The fact that so many students did not receive enough writing instruction in elementary school contributes to the writing problem: the development of students' writing has been hampered by the lack of particular instructional strategies and modifications (Wen & Walters, 2022).

In Indonesia, a study indicated that students show psychological, linguistic, and cognitive problems in their writing (Rahmatunisa, 2014). They also faced several major problems in writing, such as grammar (Ariyanti & Fitriana, 2017; Astrini *et al.*, 2020; Emilia *et al.*, 2018; Tambunan *et al.*, 2022), vocabulary (Astrini *et al.*, 2020; Elfa, 2020; Mahmudah *et al.*, 2017), and motivation made it challenging to express their ideas in English (Astrini *et al.*, 2020).

Since writing is the most challenging skill to master, students often face some problems in writing: psychological, linguistic, and cognitive issues (Byrne, 1995; Rahmatunisa, 2014). First, writing is a solitary activity in psychological

problems, and the fact that we are compelled to write on our own, without the benefit of interaction or feedback, makes the act of writing challenging in and of itself. Second, linguistic issues, in which we must compensate for the absence of features in writing, keep the line of communication open through our efforts, and ensure that the text we produce can be interpreted on its own, both through our choice of sentence structure and the way our sentences are linked together and sequenced. Finally, a process teaches writing instruction, which is a cognitive challenge. It implies that we must master the written form of the language and acquire specific structures necessary for effective written communication.

Despite its complexity, most individuals utilize writing daily to achieve various goals, including expressing thoughts, attitudes, and opinions, transferring knowledge, expressing feelings, and convincing others (Shirejini & Derakhsan, 2020). It is essential not only for academic performance but also for students' emotional and social development (Moses & Mohamad, 2019). Thus, we might conclude that writing significantly impacts other people.

To compose a good writing, students are supposed to understand crucial elements of writing. Brown (2007) classifies the writing elements into five aspects: content, organization, vocabulary, grammar, and mechanics. Content refers to knowledge on developing a text that must be relevant, specific, and explicit on the assigned topic. Organization is developed based on the generic structure of analytical exposition text. Grammar or language use covers the complex practical construction of agreements, numbers, tenses, word order functions, articles, pronouns, etc. Vocabulary refers to the use of appropriate and effective word choice, word form mastery, and proper register and diction. Mechanics deals with correct spelling, punctuation, capitalization, and paragraphing. To achieve the goal of communication, it is necessary that the writer must be able to convey the writer's message through the five previously described components and taking the readers' characteristics into account (Fatimah & Yusuf, 2019).

Those components are essential in composing good writing. Good writers can manage and organize their writing balance in all those components. In addition, students who write well should convey their opinions, back them up with sound reasoning, and arrange their thoughts (Rashti, 2019). As a result, one requirement in teaching writing to EFL/ESL students is to use

tactics and procedures that help improve the student-writers critical thinking abilities.

The importance of writing is stated clearly in 2013 curriculum. In the curriculum of English subject of grade XI for senior high school students, one of the genres that the students must master is analytical exposition text (Kemendikbud, 2016). Based on the curriculum, the standard competence of analytical exposition text is to analyze the socio-function, generic structures, and linguistic features of spoken and written text by asking and giving information relating to the actual issue based on the context.

According to the English syllabus, the socio-function of analytical exposition is to persuade the listener or reader that the idea is an important thing; the generic structures of the text consist of thesis, argument(s) and conclusion or reiteration; the main linguistic elements employed in the analytical exposition are modals, action verbs, adverbs, adjectives, technical terms, general and abstract nouns, and connectives or transitions (Kemendikbud, 2016).

Argumentative essay and argumentation include the same components: claim, reason an evidence (Fan & Chen, 2019). Argumentation is a process when a person supports their statements about a particular topic with examples of their reasoning and supporting evidence (Fan & Chen, 2019). Argumentative writing is difficult for students in elementary, junior high, and even senior high schools because weak arguments in their paper make it difficult for them to persuade readers (Golder & Coirier, 1996 in Fan & Chen, 2019).

Analytical exposition text refers to argumentative writing. Although personal opinions and a contentious or passionate debate are frequently included in argumentative essays, they must be kept in check and moderate to succeed (Anderson, 2002). Furthermore, she elaborated on some features of an argumentative essay are mentioned by They are 1) The topic is up for debate; 2) The thesis makes a reasonable assertion that is supported by data; 3) The opponent is acknowledged and answered; 4) The argument is developed using trustworthy and current evidence; and 5) the writer's argument is developed by using appeals (Anderson, 2002).

The generic structures of analytical exposition text consists of thesis, argument, and reiteration or conclusion. The thesis introduces the issue that will be discussed. The students must next elaborate the evidence to persuade the audience, known as argument. They develop and support

each point/argument in this section. The reiteration is the concluding section, in which they reaffirm their viewpoint.

Several studies have been conducted in the EFL classroom context regarding the problems EFL learners face in analytical exposition writing. Students performed unsatisfactorily when it came to writing thesis statements, arguments, reiterations, language features, vocabulary, and mechanics; in fact, students need to master all these skills to produce analytical exposition texts that are qualified and relevant (Elfa, 2020). There are specific lexico-grammatical issues, such as using the proper tenses, some vocabulary, diction, punctuation, and spelling errors in writing analytical exposition (Mahmudah *et al.*, 2017). Sixteen errors were found in students' writing exposition text (Fauzan *et al.*, 2020). All exposition texts written by the students were undeveloped, with grammatical mistakes and improper word choices (Emilia *et al.*, 2018).

The importance of writing analytical exposition text is stated clearly in the 2013 Indonesian curriculum context that students are expected to be able to write various genres of text within the mastery of three competencies: socio-function, generic structures, and language features (Kemendikbud, 2016). However, most students seem to face some problems regarding writing analytical exposition texts. As a result, most students' scores in writing are below the minimum competencies. This preliminary study attempted to identify Indonesian EFL learners' problems in writing analytical exposition text based on three major problems in writing: cognitive, linguistics, and psychology. The present study concerns to answer the following research question:

RQ: what are the problems faced by the students in writing analytical exposition text in EFL classroom context?

## METHOD

To collect detailed, in-depth data from multiple sources of information over time in order to investigate students' writing problems in writing analytical exposition text along with descriptive themes, this study employed a qualitative case study (Merriam, 2009).

The present research recruited 25 EFL students in Second-year secondary school (6 males and 19 females) in a public Islamic senior high school in Bandung, Indonesia, to examine the problems in writing analytical exposition text. They were students in one class who had learned analytical exposition text the previous semester. Then three

students from low, middle, and high achievers were selected to administer an interview.

The data were collected from students' writing tasks and interviews. First, the students were asked to write an analytical exposition text entitled "The importance of social media in teenagers life" in 90 minutes. It is one of the genres that is taught in the first semester. The students' essay were then analyzed using a writing scoring rubric adapted from Brown (2007).

After that, three students were purposely chosen for the interview session regarding the major problems in writing analytical exposition text. The semi-structured interview consisted of eight questions concerning the issues they found and their perceptions about writing analytical exposition text. It was conducted in Bahasa Indonesia to free the participants from conveying their ideas to get more prosperous data. Each interview session took approximately 15 minutes and was recorded and then analyzed qualitatively.

The qualitative data from the writing task and interview were triangulated to answer the research question. From the interview data, central themes emerged, which were triangulated with the data from documents. In conclusion, the data from two sources were analyzed through coding, building categories, describing the categories, and interpreting the data based on the theories (Merriam, 2009).

## RESULTS AND DISCUSSION

The results revealed three major problems in writing analytical exposition text: linguistics, cognitive, and psychological problems. Students' writing problems are presented in the table below.

Table 1. *Students' writing problems*

Aspects of writing	EFL students' writing	
	Ability (%)	Problem (%)
Content	56.8	43.2
Organization	54.4	45.6
Grammar	57.6	42.4
vocabulary	59.2	40.8
Mechanics	60	40

Table 1 above demonstrates the EFL students' writing ability in almost all aspects of writing. However, most students often struggle with limited knowledge in writing aspects of EFL students in content, organization, vocabulary, and mechanics was also identified by Toba *et al.* (2019). As a result, Only six out of twenty-six students got a score above the minimum criteria (65), and the rest got a score under the minimum standards based on the document analysis.

Under this, Terenin (2015) stated that the lack of unity in students' compositions has a sustained character and manifests itself in a variety of ways: conflict between the sentence parts' respective meanings, conflict between the meaning and structure of the statement; the repetition of form concerning content; and clash of styles.

### *Cognitive problems*

In cognitive problems, there were four problems faced by the EFL students in writing analytical exposition texts. The first problem was limited knowledge of the topic. Most students had limited knowledge and thematic development regarding the content of the text. Although the thesis statement was stated clearly, it was not supported by clear arguments. There was less coverage of the topic. It is illustrated in Excerpt 1 below.

#### Excerpt 1

From many benefits inside social media, there are also positive and negative impact. For a positive impact, social media makes it easy us in doing everything. One of them can be contact with friend or our brother or sister who live far from us.

For negative impact of social media, one of them can make us forget time. Also not good for eye health. (Document, S5)

Excerpt 1 shows that the student did not know enough knowledge about the content of the topic. Students had difficulties in writing such as they had difficulties in determining the topic and developing ideas into paragraphs (Ilham *et al.*, 2020). The difficulties in developing ideas are also confirmed in Excerpt 2.

#### Excerpt 2

T: What problems do you usually find in writing class?

S: I am still confused in deciding the tenses in the sentences. It is also hard to share ideas when the writing topic is irrelevant to my daily activities.

T: what causes this problem?

S: I think lack of reading causes this problem. (Interview, S3)

S3 stated that it was hard for him to share ideas, particularly when the writing topic was not relevant, meaning that limited knowledge of the topic is the main problem regarding the cognitive problem. The second problem is most students could not differentiate the text's genre because they had problems with the structure of the

analytical exposition text. They were still going wrong in deciding the structure of the text. Moreover, some wrote the pros and cons arguments, meaning that they wrote another genre of the text: discussion text. It is illustrated in Excerpt 3 below.

#### Excerpt 3

Social media is online media that allows a user communicate with other easily and quickly. The type of social media that we often use is everyday life are whatsapp, Instagram, youtube and twitter.

Makes it easier for interact with other people and the cost is also cheaper.

Social media also make people addicted internet, cause conflict, and vulnurable to bad influences from sociate

The conclusion is that social media has many benefits but is harmful.

(Document, S4)

Excerpt 3 indicates that students still had limitation regarding generic structures or organization of the text. It is in line with Habibi *et al.* (2017), students struggle with seven different writing problems, including poor organization or illogical sequencing.

The students' third issue was the mechanism for capitalization, punctuation, and spelling. As a result, they occasionally misspelled words when they wrote. Additionally, several of them neglected to use capitalization and punctuation properly, such as a period (.) after sentences. Additionally, the students occasionally scribbled the first letter of a word at the start of a paragraph or a title and the name of a person or location in a small font. It is seen in Excerpt 4 below.

#### Excerpt 4

Social media is online media used by each other whose users can easily participate communicate. facilitate communication and friendship. can be used as a marketing means. As the means of information or news most up to date.

(Document, S6)

Excerpt 4 indicates that mechanism was one of the issues regarding cognitive problems. In line with this, punctuation is one of the writing errors in analytical exposition text (Fauzan *et al.*, 2020). Punctuation, spelling, and handwriting issues are also found in students' writing (Nasser, 2019).

The last problem regarding cognitive problem is difficulties in sharing ideas due to limited amount of English vocabulary. The students had

trouble writing the arguments because they had difficulty translating the ideas from Bahasa Indonesia into English. They used to write the ideas in Bahasa Indonesia, then translated them into English. This problem was identified based on Excerpt 5 below.

Excerpt 5

What stages do you usually do in writing?

I wrote it Indonesian first, then I translated it into English.

(Interview, S2)

Excerpt 5 shows English students' proficiency in using vocabulary. As a result, many students wrote the text in Indonesian first, then translated it into English using the online dictionary and google translator. The problem in translating paragraph into English is one of the problem found in Nurjanah (2018) that the students' weaknesses cause the difficulties in writing in developing ideas, constructing present tense and passive voice, and translating paragraphs from Indonesian into English form.

*Linguistics problems*

Regarding linguistic problem, most students frequently encounter the two most challenging areas in linguistic features: grammatical proficiency and vocabulary mastering. For example, a student arranged words that were not grammatically correct. It shows in Excerpt 6 below.

Excerpt 6

Social media is online media that allows a user communicate with other easily and quickly. The type of social media that we often use is everyday life are whatsapp, Instagram, youtube and twitter.

Makes it easier to interact with other people and the cost is also cheaper.

Social media also make people addicted internet, cause conflict, and vulnerable to bad influences from sociate

The conclusion is that social media has many benefits but is harmful.

(Document, S4)

The student's writing in Excerpt 6 indicates that one main linguistic problem was grammatical proficiency. Hasan and Marzuki (2017) assessed the writing skills of Indonesian EFL students, the research revealed that the students' work had grammatical errors related to the usage of plural forms, articles, verb tenses, clauses, passive voice,

and prepositions. Grammar is the students' main problem in writing development (Ariyanti & Fitriana, 2017; Astrini *et al.*, 2020; Emilia *et al.*, 2018); Hartono & Maharani, 2019; Tambunan *et al.*, 2022). Another linguistic problem was that students often find writing difficult due to a lack of vocabulary and tenses. The result of the interview in Excerpt 7 is also supported this result.

Excerpt 7

What problems do you find in writing class?

I have problems with vocabulary, verbs, and tenses.

(Interview, S2)

The finding in Excerpt 7 above supports the writing students' writing that they had difficulties using appropriate vocabulary, which usually came up when students composed the analytical exposition paragraph with the correct word choice. In addition, most students were confused about using proper words in their worksheets because most of them used words taken from a dictionary. The problem regarding the use of vocabulary in writing has much attention from many researchers in EFL writing field (Ilham *et al.*, 2020; Astrini *et al.*, 2020; Elfa, 2020; Mahmudah *et al.*, 2017; Emilia *et al.*, 2018). The student's writing in Excerpt 8 shows low proficiency in vocabulary use.

Excerpt 8

Social media is a online media, with its various features which are provided. Online media certainly brings positive and negative impacts for the users.

Social media brings negative specially to children and adolescent, who can make lazy for communication in world real. Then skill they annoyed. They are not aware of the environment around them, as most of their time spent on the internet.

So smart in use social media because not all social media has a positive impact on us.

(Document, S9)

The example of student writing in Excerpt 8 shows that paragraphs were challenging to understand because of the limited vocabulary and grammar. Students' limited vocabulary is the primary challenge kids encounter when learning the English language (Misbah *et al.*, 2017). Students with appropriate vocabulary can communicate ideas more effectively while speaking or writing and limited vocabulary

students can benefit from using an electronic dictionary and engaging in more reading activities (Moses & Mohamad, 2019).

In the process of writing, almost all students utilized online dictionaries and translators. The use of the online dictionary and online translator positively impacted students writing, particularly in terms of the effectiveness of time instead of using printed dictionaries, which would make wasting time. However, it also raised another problem in using translator and smartphones: several students could easily copy the writing from many sources on the internet.

#### *Psychological problems*

In psychological problems, there were four problems in writing analytical exposition text: difficulties in starting writing, lack of interest, laziness, and confusion in grammar rules. The first problem is illustrated in Excerpt 9 below.

#### Excerpt 9

T : How do you feel when your teacher asks you to write?

S: First, I feel confused because I don't know what to write

Excerpt 9 shows that the student had difficulties in starting writing. The result of the students' writing also confirmed it. Two students had the same thesis statement in the text, meaning they encountered the same problem in the early writing stage. The problem in starting writing is illustrated in the excerpt below.

#### Excerpt 10

Social media in today's era has become an inseparable part of the daily life activities of almost everyone. (Document, S8)

Social media in today's era has become an inseparable parts of the daily life activities of almost everyone. (Document, S12)

Another student in Excerpt 10 also confirmed the problem regarding difficulties in starting writing.

#### Excerpt 11

T : What problems do you find in writing class?

S: Writing problems are usually encountered in the early stage of writing. After that, ideas can flow, and I can do this activity (Interview, S2)

Based on Excerpt 11, student's problem in starting writing is one of the psychological

problems identified in writing (Rahmatunisa, 2014), and learners' difficulties in writing consist of defining a topic to write and starting to write a word or a sentence. The second problem was lack of interest, as confirmed by Excerpt 12 below.

#### Excerpt 12

What's your opinion about writing activity in your classroom?

I rarely write because writing is not my hobby (Interview, S2)

Excerpt 12 shows problems related with the lack of interest in writing. Concerning lack of interest, S1 rarely wrote English texts because the writing was not in his interest. However, he once wrote a text for an English assignment in writing class. In addition, he was also confused when his teacher asked him to write because he did not know what to write. The research of Toba *et al.* (2019) found that students faced several personal problems in writing, such as lack of writing experience, a dislike of writing, writing anxiety, a feeling that writing is difficult, a lack of writing motivation, not enough time allocated for writing tests, and also insufficient teaching.

The third problem in psychological problem was laziness. It was found that several students had the same writing, meaning they copied it from the same sources. It indicated that they seem unconfident and lazy to write the text alone. Laziness is one of the factors causing the students to copy the task. The laziness in writing is illustrated in Excerpt 13 below.

#### Excerpt 13

Social media seems to have become an addiction for Indonesian people, especially teenagers.

(Document, S8)

Social media seems to have become an addiction for Indonesian people, especially teenagers.

(Document, S10)

Excerpt above shows that laziness caused students to copy the task from other sources. Excerpt 13 also supports Excerpt 10 that some students find difficulties in the early stage of writing. Laziness is also a psychological problem identified in writing argumentative essays (Rahmatunisa, 2014).

The last problem found on the research site was students' confusion about sentence structure,

particularly in tenses used in analytical exposition paragraphs. It is seen in Excerpt 14.

Excerpt 14

T : What problems do you usually find in writing class?

S : I am still confused in deciding the tenses in the sentences. It is also hard to share ideas when the writing topic is irrelevant to my daily activities.

T : What causes this problem?

S : I think lack of reading causes this problem. (Interview, S3)

The result of the student's interview in Excerpt 14 also confirmed by the student's writing that several students had problems deciding the tenses and sentence structure. It is illustrated in Excerpt 15 below.

Excerpt 15

Beside that, social media have many benefits in our life. For example, social media can be a means for students to access learning information. The student often take advantage of social media such as YouTube to access learning. (Document, S2)

Based on Excerpt 15, most students also show the problem in presenting the grammar rules in writing. For example, it seemed challenging to distinguish between singular and plural subjects. In addition, some of these make it challenging to differentiate between the simple present tense and the passive sentence forms. Ariyanti and Fitriana (2017) discovered that students struggle considerably with writing in terms of grammar, cohesiveness, and coherence. Additionally, they noted the small writing issues that students had, such as poor paragraph organization, poor diction, and misspelled vocabulary. It showed that writing is challenging for learners, particularly EFL students. Because of this, a teacher's presence is crucial for students as they write.

The findings of this study shows that students struggled to develop their skills in writing analytical exposition texts. As found in this study, there are three major problems in writing analytical exposition text on the research site: psychological, linguistics, and cognitive problems. It is in line with three factors influencing the writing process: cognitive, linguistic, and psychological problems (Byrne, 1993; Rahmatunisa, 2014).

In cognitive problems, most students had limited knowledge of the topic, the problem with

the structure and the mechanism of the analytical exposition text, and difficulties in sharing ideas due to their limited English vocabulary. Students' difficulties in sharing and developing ideas result from low reading and writing literacy levels (Ilham *et al.*, 2020).

Consequently, teachers should establish an environment where they can support and motivate the students as they study and teach. By letting students work at their own pace and constantly sharing their writing with peers, teachers helped students become more motivated to write (Baker & Lastrapes, 2019). Students' enthusiasm and writing quality increased when they collaborated and shared their work, which encouraged peer discussion and a synergy.

In linguistics problems, students frequently encounter the two most challenging areas in linguistic features: vocabulary and grammar. The students admitted that it was challenging for them to build their thoughts. Most of them claimed that their limited vocabulary made it difficult to write an argument. It is in line with much previous research on writing difficulties that limited vocabulary is the main issue in presenting ideas in writing.

As a result, almost all students utilize online dictionaries and translators to assist their writing. Online dictionaries, which students can use to translate specific words or occasionally short phrases, and online translators (like Google Translate), which can be used to convert text as short as a word and as long as multiple paragraphs, are two common free tools that are used by language learners (O'Neill, 2019). Then, the question is no longer whether such technologies should be used but which ones, when, and how. Ducar and Schocket (2018) state that teachers should encourage the responsible use of OTs and related technologies rather than forbid their use to help learners understand that positive progress toward greater proficiency and ethical use of technologies are critical 21st-century skills.

Although online dictionaries and translators are often utilized, there are differing views on their utility and suitability for EFL learners. The use of Google Translate makes sense and demonstrates that the students were still thinking in Indonesian rather than English, which caused a misunderstanding when they translated their ideas into English using Google Translate because the program clearly cannot recognize the context of the ideas or writing (Sheppard, 2011).

However, the problem of online resources for second language learning might never have a one-

size-fits-all solution because the majority of students now use online dictionaries and translation services. So, the teacher needs to become more knowledgeable about these resources, create clear policies they are comfortable with regarding their use, and educate students on when, how, and how much they should use online resources to help them with their coursework (Oneill, 2019). In turn, learners can be empowered to make responsible decisions about how to use contemporary technology on their path to learning a language by becoming knowledgeable about the benefits and drawbacks of online dictionaries and translator, as well as the potential effects of these tools on writing (Oneill, 2019).

Regarding psychological problems, They were also confused about starting writing and lazy in writing the text and sharing ideas in English because they did not know what to write. Hence, several students copied them from the same sources. Students lacked interest in writing class because writing activity was not their interest, meaning they were unmotivated to write an English text.

Motivation is one of the crucial aspects of writing skills. By couraging their internal writing motivation, they will also alter their perspective of the negative perspective associated with writing. As a result, they would be courageous, like, and highly motivated when writing, as it cannot be denied that motivation impacts learners' success in learning both second and foreign languages and is closely related to achieving objectives (Harmer, 2007; Toba *et al.*, 2019).

By identifying these writing problems, it is hoped that the teacher becomes aware of the problems faced by the students and adequately and effectively conducts the teaching of writing to improve the Indonesian EFL students' writing ability and resolve their problems in writing. Teachers can assist their students with their writing projects by offering constructive feedback, sample essays, and scaffolding focused on the students' needs (Rashid *et al.*, 2022). Students also required further instruction and time to research the issue to focus on the topic, allowing them to create more detailed content that contains linguistic features of written language argumentative discourse with consistency and accuracy (Emilia, 2018).

## CONCLUSION

This preliminary study was conducted to identify the EFL students' problems, factors affecting the

problems, and suggestions to improve the skills in writing analytical exposition text. It can be concluded that Indonesian EFL students face three major problems in their writing: cognitive, linguistics and psychological problems. Considering the result of this study, the researcher should try to overcome those problems in teaching writing by implementing an effective strategy that supports students in improving their writing analytical exposition text.

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