

**THE EFFECT OF YOUTUBE VIDEOS ON STUDENTS' ABILITY
IN WRITING EXPOSITION TEXT OF THE
TENTH GRADE STUDENTS OF SMA
SWASTA MELATI BINJAI**

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ABSTRAK

Penelitian ini berkaitan dengan desain penelitian eksperimental yang bertujuan untuk mencari pengaruh video YouTube terhadap kemampuan siswa dalam menulis teks eksposisi analitik. Sebanyak 60 siswa kelas X SMA Swasta Melati Binjai diambil sebagai subjek penelitian. Tes menulis berupa lima macam judul yang terdiri dari beberapa topik fenomenal dan digunakan untuk memperoleh data tentang variabel tersebut. Penulis meminta siswa untuk memilih hanya satu judul yang diberikan. Mereka menulis teks eksposisi analitis yang terdiri dari sekitar 100 kata selama sekitar 45 menit. Data akhir kemudian dianalisis dengan menggunakan teknik analisis uji-*t* bahwa hasilnya menunjukkan koefisien tinggi dan signifikan dengan melihat koefisien t_{hitung} (3,055) lebih besar dari koefisien t_{tabel} (1,70113). Artinya ada pengaruh video YouTube terhadap kemampuan menulis teks eksposisi analitik pada siswa kelas X SMA Swasta Melati Binjai. Dengan demikian hipotesis penelitian diterima.

Kata kunci: Video YouTube, Teks Eksposisi Analitik, Kemampuan Menulis

ABSTRACT

The study deals with an experimental research design which seeks for the effect of YouTube videos on the students' ability in writing the analytical exposition text. 60 students at the tenth grade students of SMA Swasta Melati Binjai were taken as the subject of the study. Writing test in the form of five kinds of titles comprising several phenomenal topics was used to obtain the data on the variable. The writer asked the students to choose only one title that was given. They wrote an analytical exposition that consisted of approximately 100 words for about 45 minutes. The final data then was analyzed by using technique of *t*-test analysis that the coefficient was high and significant by looking at that coefficient of $t_{counted}$ (3.055) was greater than the t_{table} coefficient (1.70113). This means that there is the effect of YouTube videos on students' ability in writing the analytical exposition text of the tenth grade students of SMA Swasta Melati Binjai. Therefore, the hypothesis of the study was accepted.

Keywords: YouTube Videos, Analytical Exposition Text, Writing Ability

I. INTRODUCTION

The general aim of teaching English based on *Kurikulum 2013 (K13)* is to develop student's communicative competence of the four language skills or aspects of teaching and

learning; listening, speaking, reading, and writing. Among the four language skills mentioned above, writing is one of essential parts to be able to communicate in target language. The basic competence of writing that

should be learned by the students in senior high school is expressing the meaning in written functional text and writing simple essay in form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

Writing is one of the integrated skills that involve many language elements such as: diction, grammar, spelling, punctuation, etc. It is no wonder that EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as: organization, diction, language use, mechanics, and English rhetoric.

Writing is a complex process that allows the writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and make thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the definition of writing above, it can be concluded that writing is the way to represent the language into written form by combining the writing elements including control of content, spelling and punctuation, vocabulary, and integrating information into cohesive and coherent paragraph in order to make grammatically correct sentences for the purpose of communication.

In order to compose a good writing, there are some skills that should be mastered. According to Brown (2016) there are two categories of writing skills. They are micro and macro skills. Micro skills of writing are appropriately applied to imitative and intensive types of writing tasks. Meanwhile macro skill of writing is essential for the successful

mastery for responsive and extensive writing. The description is as follows:

a. Micro skills

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose
- Produce an acceptable core of words and use appropriate word order patterns
- Use acceptable grammatical system (e.g. tense, agreement, pluralization) patterns and rules
- Express a particular meaning in different grammatical forms
- Use cohesive devices in written discourse

b. Macro skills

- Use the rhetorical forms and conventions of written discourse
- Appropriately accomplish the communicative functions of written texts according to form and purpose
- Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- Distinguish between literal and simplified meanings when writing
- Correctly convey culturally specific references in the context of the written text
- Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the syllabus of writing in senior high school, students are expected to be able to

use the vocabulary, punctuation, spelling, and grammar accurately. Also they are able to write the main topic and elaborate them. Murcia (2015) states that writing is the production of written word in the form of text and it must be read and comprehended in order for communication take place. In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text.

In order to be understood by the readers, there are six elements of writing. They are content, organization, discourse, syntax, vocabulary, and mechanics. We produce a sequence of sentence arranged in a particular order and linked together in certain ways. The sequence may be very short – perhaps only two or three sentences – but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what may call a “text”.

Writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text.

Writing is an activity which needs lots of practices since it has many aspects to be combined. The teacher, who is handling the class, should have basic knowledge of the nature of writing in order he/she is able to help the students in their writing. Thus, a writing class should be motivated primarily to assist the students to develop their ability in communicating their thought and ideas in written form that can be understood by other people.

However, in reality, the ability of the students in writing is still very low. The students still regard writing as a difficult activity. Based on the preliminary research held on January, 25th 2020 on tenth grade students of SMA Swasta Melati Binjai, most of the students in the class were passive in joining the teaching-learning process especially in writing class. Most of the students’ achievement is under estimated level of minimal completeness criteria (KKM) score which is 75. This condition is practically proved by the data that 33% out of the total population of the students at class X-B was under the KKM score in writing test especially for the analytical exposition text, however it was 45% aside the KKM which the students at class X-A have scored in the similar lesson. For instance, Dana Pratama, one of the students at class X-A obtained 70 in writing test that it means this student had resulted -5 off the KKM score, thus this student did not reasonably complete the standard achievement score.

The data were collected by using three kinds of instruments: observation, test, and interview. When the writer asked them to write a text about the danger of smoking, most of them only produced few words with many incorrect grammatical English. Some of them even only talked to their friends in the class.

The problems above can be seen from the following indicators: (1) they found difficulties to use vocabulary appropriately. For example: they wrote “Air pollution *pregnant* many dangerous *zat*,” (2) they did not know the correct spelling and punctuation of some certain words. For example: “And then smoke to cause *varies* illness” (no punctuation at the end of the sentence); (3) most of them found difficulties in making correct grammatical sentences. For example: “It is *can* disturb our healthy.” (4) the students got

difficulties in getting idea to develop paragraph. For example: they produced very short sentences and some of them produced single paragraph only; (5) and they got difficulties in argument building to write analytical exposition text. For example: they didn't state their own argument briefly. From the statement above, it can be concluded that the students still have low ability in writing. They faced problems in writing especially in making correct grammatical sentences and choosing appropriate words.

Based on the textbook for senior high school, an analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is in the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among scholars, academic community and educated people.

a. The generic structure of analytical exposition usually has three components:

- Thesis: Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
- Arguments: It consists about Point and Elaboration Point states the main argument and elaboration develops and supports each point of argument.
- Conclusion: Reiteration (restatement), restates speaker or writer's position.

b. Generic Features of Analytical Exposition

- An analytical exposition focuses on generic human and non-human participants.

- It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
- It uses emotive and evaluative words
- It often needs material processes. It is used to state what happens, e.g.has polluted... etc.
- It usually uses Simple Present Tense and Present Perfect Tense.
- Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly ..., finally, etc.

In addition, these difficulties were also identified from the class situation. The writer got the information from the teachers who teach English in that class and based on the direct observation from the writer during the English lesson carried out by the English teacher. The classroom situation was as the following: (1) students finished the writing longer than the time given by the teacher. For example: many of them started to write on the 15-20 minutes after the teacher asked them to write; (2) they were noisy almost during the class. For example: they like to talk to each other about their own business; (3) many of them were also not active during the writing activity. It could be seen when they were asked to do the task in front of the class they just kept silent and just sat on their chair; (4) many of them did not pay attention to the teacher when he/she is giving explanation; (5) and the teaching-learning process was boring. The teaching-learning process was not alive.

Those problems were caused by the following aspects. The media used was still limited; from the text book. The teacher was not motivated to apply the other method of teaching except conducting the activity using traditional method; giving explanation, giving

task or homework using paper. Meanwhile, the cause from the students came from lack of practices. Although they have time, most of them were not motivated to do writing; they preferred to do another activity. In addition, they still did not understand writing skill well including how to organize the writing well, using the correct tense, understanding the mechanics. Also, they still lack of vocabulary. It could be seen from the repetition of words and limited number of sentences in one paragraph.

The teaching and learning process was conducted using the traditional media. Teacher usually used text book or LKS (*lembar kerja siswa*) to deliver the material. The steps also followed the ones instructed on the book. The exercises given to the students were also taken from the book and sometimes the teacher added some additional materials and homework from the other books. The students were often asked to complete the task from LKS.

There are many solutions to overcome the problems faced by the students in improving students' writing ability. The teacher can use various teaching media. In this research, one of the media used by the writer was YouTube's videos. Video is the visual portion of a televised broadcast. Also video is at best defined as the selection and sequence of messages in an audio-visual context

At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message.

There are some reasons why video is suitable for writing class. Video is Information and Communication Technology-based media or ICT-based media. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and

a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest.

The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

In addition, Harmer (2016) stated that YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

In this research, the writer chose media from YouTube to apply in teaching-learning process. The writer had strongly believed that YouTube video is one of alternative media that could be used to improve students' writing ability. They can share their idea in form of writing to communicate, exchange information, and express their own opinion. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help

learners to predict information, infer ideas and analyze the world that is brought into the class via the use of video instruction. Besides, they can practice writing both in and out of the class.

The problem in this study is formulated as “Is there any significant effect of YouTube videos on students’ ability in writing exposition text of the 2020-2021 tenth grade students of SMA Swasta Melati Binjai?” that the objective of the study is to search for the answer of the problem that has been formulated; therefore the writer of this research does so. The objective of this study is to find out whether there is the effect of YouTube videos on students’ ability in writing exposition text.

The study hopes to have some theoretical and practical significances. Theoretically, this study intends to influence the discussion on the finding highly practical and technical fields for the effect of YouTube videos on students’ ability in writing analytical exposition text. It will give good impact to the students. They can optimize their writing ability and more motivating in learning English. Moreover, this study is beneficial practically for the school, the teacher, the students, the writer herself and the other researchers.

When teaching writing using video from YouTube is implemented at the school, the institution will be able to overcome the problem of teaching. The technique of using this media may be considered as one effective technique not only to teach English writing but also to teach other subject.

For the English teachers, it is hoped that the result of this study helps teacher to teach writing properly by using video from YouTube for students. Also, it enriches teacher’s techniques to teach writing so that the students will be encouraged to learn more how to write well. In addition, teaching by technology can

be an effective technique for teachers in their teaching process.

For the students, video from YouTube can motivate students to study English because they will study in enjoyable situation. They will have different and interesting material and media of learning by technology.

For the writer herself, this study will give understanding to the writer on the implementation of video from YouTube in teaching writing of analytical exposition text. The using of video in writing class will give the write more practical experiences and it is hoped that the data of this study will help the other researchers to do the other research in completing this study. Also it will help them to improve the writing skill.

Considering the underlying theory, the students’ ability in writing analytical exposition text and the media of YouTube videos, the hypothesis (H_a) was accepted that there is a significant effect of YouTube videos on students’ ability in writing exposition text of the 2020-2021 tenth grade students of SMA Swasta Melati Binjai.

II. RESEARCH METHODOLOGY

This research was carried out at SMA Swasta Melati Binjai, located at Jalan M.T. Haryono Kelurahan Jati Karya Kecamatan Binjai Utara, Kota Binjai. And the time of the research was in August 2020.

The design of this study was an experimental research, since it described the quantitative degree in which variable were related. It is also reasonable that the researcher intended to examine the cause and effect between two variables, the media of YouTube videos, as independent variable (X), and writing ability in analytical exposition texts, as the dependent variable (Y).

The type of this research is experimental-control group design. An experimental research design uses comparison between the achievement of the student group given treatment (experimental group) and the achievement of the student group with another treatment (control group).

This study was conducted in experimental research to know the effectiveness of teaching writing in analytical exposition texts through YouTube videos at tenth grade students of SMA Swasta Melati Binjai in academic year of 2020-2021. In an experimental type of study, a writer wanted to test the hypothesis with respect to the populations through experimentations.

On the population, this can be defined as all members of any well-defined class of people, events or objects. The population of this research was tenth grade students of SMA Swasta Melati Binjai in the academic year of 2020-2021. The total number of the population in this research was 119 students divided into 4 classes, X-A, X-B, X-C, and X-D.

Table 1. The Number of the Tenth Grade Students at SMA Swasta Melati Binjai

No.	Class	Male	Female	Total
1.	X-A	10	20	30
2.	X-B	12	18	30
3.	X-C	16	14	30
4.	X-D	16	13	29
T O T A L		54	65	119

Source: adapted from the primary data

Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary (2016) sample is a portion of a population and the small group that is observed. Besides, a sample is a sub group of the target population that the writer plans to study for generalizing about the target

population (Cresswell, 2008). The samples of this research were X-A as the experimental group class and X-B as the control group class. The experimental class was taught by using YouTube videos whereas the control group was taught by using small group discussion.

Table 2. Distribution of the Treatment

Group	Class	Treatment	Number of Students
Experimental	X-A	YouTube Videos	30
Control	X-B	Small Group Discussion	30

Source: adapted from the primary data

Sampling is the process of taking sample. Ary (2016) states “the purpose of sampling is to obtain information concerning the population”. The writer used the cluster random selection to determine which class would be the experimental group and the control group.

The writer chose two classes that would be research objects randomly. Before determines the sample, the writer had interviewed the teacher. The teacher said that both of classes had similar level of competence. It was also supported by the result of mid-term test that was conducted before the writer did the research.

In this study, there are two variables namely the media of YouTube videos as the independent variable (X) and the students’ writing ability in analytical exposition texts as the dependent variable (Y).

The score of test was calculated based on the following scoring system.

Table 3. Scoring System

Area	Score	Descriptor
Task Fulfillment / Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
		Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
		Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.

Organization	4-0	Inadequate: fails to address the task with any effectiveness.
	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
		Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).

Vocabulary	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.	Language	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.		30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.		23-18	Good to average: Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.		17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.			

	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Inadequate: Fails to address his aspect of the task with any effectiveness.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Source: Tribble (2016)

The research instrument used by the writer in collecting data was post-test. The writer did not conduct pre-test because the writer had ensured that the ability of both of control and experimental class were the same, it was

showed by the documents of midterm scores which had similar level competence.

Post-test was conducted in order to know the flexibility on students' writing ability material between learning process with small group discussion and learning process through YouTube videos. The writer provided five kinds of titles comprising several phenomenal topics. The writer asked the students to choose only one title that was given. They wrote an analytical exposition that consisted of approximately 100 words for about 45 minutes.

The writer created the test based on the syllabus which was suitable with the curriculum of SMA Swasta Melati Binjai. In composing the test, the writer also considered the indicators that had to be reached by tenth grade students especially in writing competence. Test was used to measure student ability after being given a treatment, if students' score increased, it could be concluded that the technique was effective.

The data then was analyzed by using *t*-test. But before calculating the mean score of experimental and control group. After that, the writer calculated the coefficient of standard deviation score of experimental and control group before later then seeking for the score of $t_{counted}$ by using this following formula.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2} \right] - \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

$\bar{X}_1$ = the mean of experimental group

$\bar{X}_2$ = the mean of control group

X_1^2 = the deviation of experimental group

X_2^2 = the deviation of control group

n_1 = the total sample of experimental group

n_2 = the total sample of control group

III. RESULTS AND DISCUSSIONS

After collecting and checking the students' answer sheet, the writer gave scores on each test. From the data, it was obtained that the scores of students' pretest and posttest in the testing of writing ability in analytical exposition text for experimental group that was taught by applying the YouTube videos were different. The mean score of students in the pretest (X_1) was 55.87 with the lowest score = 27 and the highest score = 86. Meanwhile, the mean score of students in the posttest (X_2) was 64.27 with the lowest score = 35 and the highest score = 94. Then it could be seen that the scores of students' pretest and posttest in the testing of writing ability in analytical exposition for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest (Y_1) was 37.67 with the lowest score = 11 and the highest score = 76. Meanwhile, the mean score of students in the posttest (Y_2) was 41.67 with the lowest score = 15 and the highest score = 80.

Importantly, the writer applied the technique of t -test analysis to find out the effect of YouTube videos on the students' ability in writing the analytical exposition text. The formula was displayed below.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2} \right] - \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$t_{counted} = \frac{64.27 - 41.67}{\sqrt{\left[\frac{(1928 + 1250)}{30 + 30 - 2} \right] - \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$t_{counted} = \frac{22.60}{\sqrt{\left[\frac{3178}{58} \right] - \left[\frac{2}{30} \right]}}$$

$$t_{counted} = \frac{22.60}{\sqrt{54.79 - 0.07}}$$

$$t_{counted} = \frac{22.60}{\sqrt{54.72}}$$

$$t_{counted} = \frac{22.60}{7.397}$$

$$t_{counted} = 3.055$$

From the calculation of t -test above, it was got that coefficient of $t_{counted}$ was 3.055. Then to find out the effect of the variable X on Y, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 28. So it could be seen that coefficient of $t_{counted}$ (3.055) was greater than the t_{table} coefficient (1.70113). This information indicated the hypothesis of the study was accepted that there is a significant effect of YouTube videos on students' ability in writing the analytical exposition text of the 2020-2021 tenth grade students of SMA Swasta Melati Binjai.

IV. CONCLUSION

From the result of this study, the writer concluded that there is the effect of YouTube videos on students' ability in writing the analytical exposition text of the 2020-2021 tenth grade students of SMA Swasta Melati Binjai. This significant effect was showed from the t -test coefficient which was high and significant by looking at that coefficient of $t_{counted}$ (3.055) was greater than the t_{table} coefficient (1.70113).

V. SUGGESTIONS

From the conclusion stated above, the writer would like to offer suggestions dealing with the result of this study. The suggestions are:

- a. Comprehending the analytical exposition texts through YouTube videos carried out an essential point in accomplishing the language skills; therefore the students should enhance their writing interest by doing more reading textbooks, newspapers, magazines, etc.
- b. The students were also obligated to do more writing tasks especially the analytical exposition texts in order to enhance their ability in comprehending the text while mastering the writing technique and to give motivation for the students to enrich their learning insights.
- c. The teacher would be to give the students the possible ways to overcome the problems in their writing ability.
- d. The researchers who wanted to be observing the similar problems yet different location of the study in teaching English, especially the students' ability in writing the analytical exposition texts would have some beneficial inputs.

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