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**Analysis on Analytical Exposition Texts Written by 11th Grade Students
from SMAN 1 Sungairaya**

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Abstract: The purpose of this study is to describe the students' writing ability by analyzing the student's analytical exposition text through qualitative research. The research subjects in this study consist of 30 eleventh-grade students from SMAN 1 Sungai Raya. The researchers employ 6-traits of writing rubrics to examine the students' works. The findings mainly focus on two pivotal aspects, which are the development of students' ideas and organization and their proficiency in students' written conventions. The analysis shows that the majority of the students are able to write a simple and clear main idea. The researcher found that most of the students use multiple details or reasons to support the main idea. They are capable of constructing the analytical exposition text, which elaborates ideas, supports, and details the language features and generic structure of the text, and the writing convention. Based on the analysis of conventions in students' writing, the students demonstrate varied levels of competence in writing conventions, showing strengths in some areas like punctuation and grammar but facing challenges, particularly in spelling and specific aspects of capitalization. In conclusion, they have good basic writing skills but need practice and exposure to writing English.

Key words: analytical exposition text, students' writing ability, six traits of writing

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan menulis siswa dengan menganalisis teks eksposisi analitis siswa melalui penelitian kualitatif. Subjek penelitian dalam penelitian ini terdiri dari 30 siswa kelas XI SMAN 1 Sungai Raya. Peneliti menggunakan 6 ciri rubrik penulisan untuk mengkaji karya siswa. Temuan ini terutama berfokus pada dua aspek penting, yaitu pengembangan ide dan organisasi siswa serta kemahiran mereka dalam konvensi tertulis siswa. Hasil analisis menunjukkan bahwa sebagian besar siswa mampu menuliskan gagasan pokok secara sederhana dan jelas. Peneliti menemukan bahwa sebagian besar siswa menggunakan beberapa rincian atau alasan untuk mendukung gagasan utama. Mereka mampu mengkonstruksi teks eksposisi analitis, yang menguraikan ide, dukungan, dan detail, ciri kebahasaan dan struktur umum teks, serta konvensi penulisan. Berdasarkan analisis konvensi dalam tulisan siswa, siswa menunjukkan berbagai tingkat kompetensi dalam menulis konvensi, menunjukkan kekuatan di beberapa bidang seperti tanda baca dan tata bahasa namun menghadapi tantangan, khususnya dalam ejaan dan aspek penggunaan huruf besar tertentu. Kesimpulannya, mereka memiliki keterampilan dasar menulis yang baik namun memerlukan latihan dan paparan dalam menulis bahasa Inggris.

Kata kunci: Teks eksposisi analitis, kemampuan menulis siswa, 6 ciri menulis

INTRODUCTION

Initial observations and interviews with the English teacher at SMAN 1 Sungai Raya highlighted substantial obstacles that students have while interpreting and applying textual content, notably in the realm of writing. This challenge, particularly in developing analytical exposition texts, is a reoccurring issue noticed annually during classroom learning processes. These preliminary findings highlight the need for future research to better understand and solve this pedagogical challenge.

The current curriculum requires students to develop competency in writing analytical exposition texts. According to Schleppegrell (2013), analytical exposition presents a point of view and supports it with examples and evidence. As a result, students must be able to thoroughly study a topic, identify its essential concerns or problems, and create logical arguments to support their point of view, effectively delivering ideas and displaying a deeper mastery of numerous subjects. To address these challenges, this study posits that a detailed analysis of students' written assignments is essential. Such an analysis will help pinpoint specific areas where students require the most assistance, enabling the teacher to provide targeted feedback and strategically adjust instructional methods.

Additionally, SMAN 1 Sungai Raya was selected as the research site due to its standing as a well-regarded institution within the Sungai Raya regency, recognized for its strong performance in science and sports. However, its comparatively limited involvement in English language competitions Arifin, S. (2018) suggests that there may be room for improvement in English language education at the school.

Dealing with the topic, previous research has explored student writing in analytical exposition. For instance, Mahmudah (2015) conducted descriptive research examining students' analytical exposition texts, focusing on the core components of thesis, argument, and reiteration. Employing an assessment rubric adapted from Hamp-Lyons hypothesis, Mahmudah's analysis indicated that these components in student writing were generally classified within the 'good' category. Furthermore, the "Six Traits of Writing" model has been recognized for its utility in assisting both students and teachers in identifying areas for writing improvement. Qoura, A. A., & Zahran, F. A. (2018) study demonstrated the effectiveness of the 6+1 Trait Writing Model in enhancing the critical thinking and writing achievement of ESP University Students, a finding that aligns with Coe's (2011) research on fifth-grade students, which reported similar positive impacts.

Although existing research on students' analytical exposition writing, a specific analysis of these texts at SMAN 1 Sungai Raya utilizing the Six Traits of Writing model has not yet been undertaken. Therefore, this study will employ qualitative research to investigate the ability of 11th Grades Students at SMAN 1 Sungai Raya to compose analytical exposition texts by analyzing their written work through the lens of this model. To achieve this objective, the research will seek to answer the following research questions:

1. How well do the students write analytical exposition texts and enhance their ideas through organizational structure?
2. How are the students' writing abilities in creating analytical exposition texts through the grade-level writing conventions?

LITERATURE REVIEW

A. Analytical Exposition Text

Analytical exposition is a text that elaborates the author's perspective on recent issues. The purpose of this text is to persuade readers that the issue is substantial. Analytical exposition text has five language features. The first is the use of emotive language. The second is using the simple present tense. Third, the use of relational processes. Forth, the use of internal conjunction and the last is using causal conjunction (Garot & Wignel, 1994, as cited in Garintama, 2018).

The generic structure of a text is made up of stages that the text goes through. Generic structure typically consists of three stages: beginning, middle, and end (Martin, 1990, as cited in Dalimunte & Pramoolsook, 2020). Stage refers to the function or purpose of sentences or paragraphs that contribute to the text's social purpose. A stage can be described in a single sentence or an extensive paragraph (Dalimunte & Pramoolsook, 2020). The generic structure of analytical exposition text is Thesis, Arguments, and Reiteration (Khajati, 2014).

Thesis is an opening remark to announce the reader about the topic of the text (Hartati, 2020). In this section, the writer introduces the subject and writes out the argument (thesis statement). It is the writer's position to introduce the topic (Saifullah, 2022). Moreover, it covers the arguments the writer will use to support their thesis. Arguments support the thesis and convince the audience. It contains several points. The number of points may vary, but each point is supported by evidence and explanation (Garintama, 2018). Each paragraph has a main point, a reason for the main point, and evidence to support the main point. Emotive words and casual conjunction are used to persuade the audience. While, reiteration has a function of restating the thesis statement. Its function is to summarize what has been stated.

Analytical exposition text is a type of academic writing that tries to persuade readers by presenting a logical and well-structured argument on a particular issue. It usually uses a clear thesis statement, supported by arguments and evidence, and follows a specific structure, including an introduction, body paragraphs, and a conclusion. As a result, learning analytical exposition text benefits students as it allows them to evaluate arguments, evidence, and counterarguments, enhancing their overall critical thinking skills.

B. Six Traits of Writing

The Six Traits of Writing is a model used to assess and improve writing skills. The Six Traits of Writing are ideas, organization, voice, word choice, sentence fluency, and conventions (Smekens, 2021). Ideas involve the content and supporting details, while organization focuses on the structure and coherence of the writing. Voice reflects the writer's individuality, and word choice entails selecting appropriate vocabulary. Sentence fluency emphasizes the flow and variety of sentence structures, and conventions address grammar and language usage. The model provides a holistic approach to developing and improving writing proficiency which mean the researcher and the students are involved in the research process. Among these foundational traits, ideas, organization, and conventions form the core of a written piece.

Ideas form the core of a written piece, serving as the core of good writing. Students must stay focused by choosing a clear idea or topic, maintaining this focus, elaborating on it, and using details and information to develop their writing further. Ideas help students transition from general concepts to more specific and detailed writing.

Organization involves structuring the writing piece and presenting it effectively. Writers hold the information together, making it easily understandable for the reader. They can base the structure on comparison and contrast, themes, chronological events, or factual information.

Conventions in writing encompass the editing process, which includes spelling, indentation, punctuation, grammar, and capitalization. Conventions help the reader follow the text and understand its meaning when used correctly. It's also important to consider the student's grade level when evaluating their use of writing conventions.

C. The Teaching of English at SMAN 1 Sungai Raya

SMAN 1 Sungai Raya is a public school in the Sungai Raya sub-district. It is located on Adi Sucipto Street, in Kubu Raya regency. The teaching curricula used in SMAN 1 Sungai Raya are *Kurikulum 2013* and *Kurikulum Merdeka*. The two curricula are divided based on the grade. The *Kurikulum Merdeka* is the new curriculum implanted by the government. There are still two grades that use the *Kurikulum 2013*, which are the second grade and the third grade. The first grade is using the *Kurikulum Merdeka*. This curriculum is a course of study with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies.

There are four English teachers in the school. They are teacher N, teacher H, teacher J, and teacher K. They have responsibilities in different classes. Students are the center of the teaching process. The teacher encourages the students to be active in giving opinion and rejecting based on their understanding in the classroom. The interaction between teacher and students fosters effective communication, encourages questions, and promotes a collaborative learning environment.

METHOD

The data was collected through document analysis methods. These records were analyzed to retrieve key information based on the research objectives. The documents collected in this research are student assignments.

A. Type of Research

The researcher employed qualitative research to analyze the students' analytical exposition text. According to Bhandari (2022), qualitative research entails the collection and analysis of nonnumerical data (e.g., text, video, or audio) to comprehend concepts, opinions, or experiences. The researcher concludes that the descriptive research will give clear and understandable information about the objects studied.

B. Research Subjects

There were 27 EFL students from the eleventh-grade of SMAN 1 Sungai Raya.

C. Research Procedure

The researchers conduct two data analysis procedure. The first procedure is to identify the writing by reading the text. In this process, the researcher aims to identify the idea, the flow, and the writer's point of view. Firstly, to identify the idea, researchers identify the main argument,

topic, or key information the student was trying to convey. Additionally, to find if the idea is clear and focused. Secondly, for the flow. The researchers focus on how ideas connected from one paragraph to another. The researchers assessed if there was an effective transition, and a clear beginning, middle, and end. The researchers also looked for any conjunction used. Thirdly, regarding the writer's point of view. The researchers considered if the writing presented a clear opinion or argument.

The second procedure is analyzing the data based on the 6 traits of writing rubric. The 6 traits evaluated are idea, organization, and conventions. The 6 traits of writing come with 6 writing proficiency categories that differ for each trait. The process follows each treatise and interprets the student's ability carefully. The second process will be done through the Microsoft Excel application. This application used for data entry divided by the student names, and the traits for idea, organization and conventions. Furthermore, applying Microsoft Excel, it will help the researchers to fast track the data, and identifying the strength and weakness traits of the student writings.

RESULTS AND DISCUSSIONS

The results of this study provide information on the students' writing ability and the students' writing conventions. The discussion of the result presents a comprehensive understanding of the strengths and areas for improvement in students' writing skills.

The analysis through 6-traits of writing shows that the majority of the students are able to convey a simple and clear main idea. There are 14 students who displayed a narrow main idea in exchange, the text enables students to move from a general to more specific writing. Students write the main idea through a story, information, or opinion. Students write topics they commonly experience. For example, they wrote about how they are upset about people who are smoking in public places.

Meanwhile, four students share a simple experience or information on an idea, but the significance is unclear. (e.g., the importance of smart students is written for the example of analytical exposition text conventionally). The analysis found that some students are inconsistency in writing the text based on the main idea. It looks like they don't know what he/she is writing about. The writing demonstrates knowledge or experience about the idea.

In contrast, nine students can convey a clear and focused main idea in their writing. Students focus on the writing by selecting the idea. They focused on the idea and elaborated on the idea to develop the writing further. The students show knowledge or experience about the idea.

**Table 1:
Trait of Ideas**

Student	Category	Text
Student 1	Developing	Shares a simple information about an idea using words, but meaning is not entirely clear
Student 2	Experienced	Convey a clear and focused main idea.

Student 3	Capable	Convey a simple main idea through an opinion
Student 4	Experienced	Convey a clear and focused main idea.
Student 5	Experienced	Convey a clear and focused main idea.
Student 6	Capable	Convey a simple main idea through an information
Student 7	Capable	Convey a simple main idea through an opinion
Student 8	Capable	Convey a simple main idea through an information
Student 9	Experienced	Convey a clear and focused main idea.
Student 10	Developing	Shares a simple information about an idea using words, but meaning is not entirely clear
Student 11	Developing	Shares a simple information about an idea using words, but meaning is not entirely clear
Student 12	Capable	Conveys a simple and clear main idea
Student 13	Capable	Conveys a simple and clear main idea
Student 14	Experienced	Convey a clear and focused main idea.
Student 15	Experienced	Convey a clear and focused main idea.
Student 16	Experienced	Convey a clear and focused main idea.
Student 17	Experienced	Convey a clear and focused main idea.
Student 18	Capable	Conveys a simple and clear main idea
Student 19	Capable	Conveys a simple and clear main idea
Student 20	Developing	Shares a simple information about an idea using words, but meaning is not entirely clear
Student 21	Capable	Conveys a simple and clear main idea
Student 22	Capable	Conveys a simple and clear main idea
Student 23	Capable	Conveys a simple and clear main idea
Student 24	Capable	Conveys a simple and clear main idea
Student 25	Experienced	Convey a clear and focused main idea.
Student 26	Capable	Conveys a simple and clear main idea
Student 27	Capable	Conveys a simple and clear main idea

In the details and support analysis, most of the students use multiple details or reasons to support the main idea. Students can elaborate their writing with arguments. However, they provide details of the main idea without additional explanation, which means the message in the text is not conveyed properly. Some of them provide supporting details that are not accurate.

Meanwhile, about a quarter of students are using multiple sentences with supporting details and reasons that develop the main idea in writing. Students provide important information. Moreover, the supporting details are accurate and support the main idea. The supporting details present information that goes beyond the obvious.

The majority of students have a consistent understanding of the generic structure of analytical exposition. They have a thesis, argument, and reiteration that work together to

communicate clearly. In their text, they put the topic in the thesis paragraph to show the introductory issue. The students write the thesis through a story, information, or opinion. However, in the argument paragraph, some texts are not entirely clear or do not work together smoothly. On the other hand, some texts offer one or two details in writing but do not support the main idea. They only wrote the point of the argument without writing the elaboration and evidence, so the arguments they wrote are not strong enough for people to believe them. Furthermore, the students have no major problem writing the reiteration paragraph. Unless some texts do not have reiteration, that makes the writing is not clear and finished yet.

Table 2:
Trait of Organization

	Category	Number of Student
Generic Structure	Emerging	1
	Developing	1
	Capable	11
	Experienced	14

The table above indicates that the majority of students have a consistent understanding of the generic structure of analytical exposition. They have a thesis, argument, and reiteration that work together to communicate clearly. In their text, they put the topic in the thesis paragraph to show the introductory issue. The students write the thesis through a story, information, or opinion. However, in the argument paragraph, some texts are not entirely clear or do not work together smoothly. On the other hand, some texts offer one or two details in writing but do not support the main idea. They only wrote the point of the argument without writing the elaboration and evidence, so the arguments they wrote are not strong enough for people to believe them. Furthermore, the students have no major problem writing the reiteration paragraph. Unless some texts do not have reiteration, that makes the writing is not clear and finished yet.

The majority of students are using the sequence in their writing. They are capable of using logical sequencing that organizes texts. There are 24 sequence variations found in this study. The most used sequences are finally, therefore, firstly, secondly, first, second, third, thirdly, fourthly, and furthermore. Unfortunately, some students attempt sequencing in writing that may be confusing or out of order. They have inconsistency in applying sequences (e.g., in the first argument, they use "first," and in the second argument, they use "secondly").

In this study, there are 27 texts written by eleven-grade students that were analyzed. Those texts are expected to use the analytical exposition text generic structure, of which one is the title. However, a quarter of students have neither a proper title nor a title in writing. They wrote a basic title (e.g., "Homeschooling", "Breakfast") or a title that is not directly connected to the main idea (e.g., "Morning Walk"). Despite that, some other students develop an interesting title that reflects the main idea. In the end, some students can illustrate the text through the title.

The student's ability to write analytical exposition texts and enhance their ideas through organizational structure varies significantly. Most students effectively present simple and clear main ideas. However, a few students struggle with clarity and consistency, expressing confusion about their main ideas. In terms of details and support, while many students provide multiple reasons and arguments, these are frequently not elaborated, resulting in incomplete statements.

However, around one-quarter of the students succeed in providing accurate and comprehensive supporting details. In terms of organization, most students demonstrate a good grasp of the generic structure of analytical exposition, including thesis, argument, and reiteration paragraphs. Despite this, some students' argument paragraphs lack clarity and evidence, weakening their overall arguments. Sequencing is generally well-handled, though inconsistencies might lead to confusion. Title usage is another area that might be improved, as many students fail to generate titles that reflect the main ideas. Overall, while ideas are conveyed and organized well, clarity, elaboration, and consistency might be improved.

The following finding is about students' writing conventions. The analysis displays how well the text illustrates the student's writing proficiency. Three different findings on the students' writing conventions are presented in this section. Those are spelling, punctuation, capitalization, and grammar. The students' writing convention is visualized in Figure 1 below.

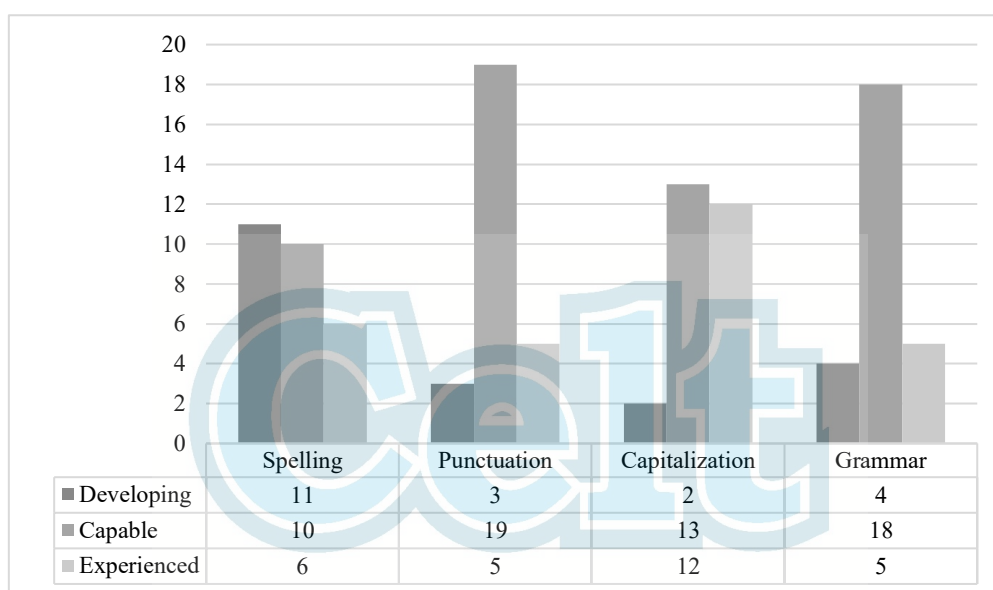


Figure 1:
Students' Writing Conventions

The analysis found that the majority of the students struggle with word spelling. They either misspell a letter or spell words with more than one letter. There are several inconsistencies in the writing (e.g., "hass" should be "has", "deliquency" should be "delinquency", "Addescent" should be "Adolescent", "perents" should be "parents", "wristes" should be "wastes", "ged rid" should be "get rid", "wnl" should be "we all"). Those words sound like they are trying to write the words but end up making mistakes (phonetic spelling). In addition, some other students use phonetic spelling for less frequent words. As a result, some students can spell words with minimal errors.

More than half of the students can use punctuation correctly. There are two most commonly used punctuation. Those two are periods and commas. On the other hand, some students are in the process of developing punctuation. Missing punctuation after completing one sentence and starting a new sentence. For example, incorrect punctuation after "Those students... bad around them" should be a period. In conclusion, there are no major spelling problems in students writing.

The findings in this section reveal that most students can use capitalization in their writing. However, there are three common areas where errors frequently occur. The three areas are when writing place names, at the beginning of sentences, and in the titles of texts. Many students often overlook the necessity of capitalizing specific names of places (e.g., "irian jaya" should be "Irian Jaya"). Similarly, errors are observed at the beginnings of sentences, where capitalization is mostly incorrect. So forth in titles, where there is confusion over which words should be capitalized.

The grammar analysis focused on the analytical exposition language feature. The majority of the students are found using emotive language to attract readers. For instance, in "Smoking in restaurants is not ok," the words "smoking in restaurants" are used to evoke negative emotions in readers. Students can apply the elements of the relational process precisely. The same goes for the use of internal conjunctions. However, some texts do not apply the causal conjunction. In the end, the students managed to use a consistent simple present tense and write in an expository style.

Based on the analysis, the data shows that the student's writing ability is mostly in the capable stage. They have basic English writing and can write simple sentences. They have mostly correct noun/pronoun agreement, verb tenses, and subject/verb agreement in simple constructions. Moreover, most of them struggle with spelling, capitalization, punctuation, and grammar. They have mostly correct end punctuation. Grammar is an issue for students to improve since they are expected to master it, especially the tenses (Kemdikbud, 2016). At the same time, students' abilities vary, there are some students with good writing abilities, while others struggle. This shows the gap in ability between students in writing.

Most of the analytical exposition texts written by students were found to be well written. They succeeded in delivering the idea. They convey a simple and clear main idea to discuss in their writing. They can persuade the reader that something is the case that is aligned with the social function of the text (Gerot & Wignell, 1995 as cited in Khajati, 2014). As well as the details and support that can strengthen the idea. Unfortunately, some of them have issues with the generic structure of the analytical exposition text. They still had some difficulties organizing the "reiteration" part of the generic structure. Also, over one-third of students have no title in their writing, which is a fatal mistake. Considering the text structure, their effort at sequencing in writing may be confusing for the reader to follow.

The results of this study are in contrast to the research of Alvidril (2021). In his research, he uses quantitative and descriptive. His study aims to determine the ability to write an English analytical exposition text. Analysis of student score data found that students' ability to write analytical exposition texts was still lacking. He observed students and interviewed the teacher to get the data. Those methods are not used as the basis data in this study. The researcher aims to use the students' writing assignment as the object of the research.

This study can also be compared with those of Garintama (2018). He uses descriptive qualitative research as the research design. The concerns of his study are the analytical exposition text compositions written by students. He analyzes the data in the form of words or sentences. As a result, he found that most of the students have an inconsistent understanding of the generic structure and language features of analytical exposition. To analyze the research, he uses the "Analytic Scale for Rating Writing Composition Tasks" by Brown and Bailey (1984) cited in Brown (2004) as the research instrument. In contrast with Garintama's study, in this research, the researcher uses a 6-trait writing rubric, which makes the analysis process different.

In summary, the students' ability to write analytical exposition texts and the students' writing abilities vary significantly. Most students effectively present simple and clear main ideas. Meanwhile, some struggle with clarity and consistency, leading to confusion about their main ideas. While many students provide multiple reasons and arguments, these are often not elaborated, resulting in incomplete statements. However, some students' argument paragraphs lack clarity and evidence, weakening their overall arguments. Furthermore, the student's writing abilities in creating analytical exposition texts through grade-level writing conventions demonstrate multiple levels of proficiency and areas for improvement. Overall, students show an excellent understanding of punctuation and grammar, yet spelling and capitalization need more attention.

CONCLUSION

Based on the research analysis, it can be concluded that the students' writing ability is in the category of capable. They are capable of constructing the analytical exposition text, which elaborates ideas, supports, and details, language features and generic structure of the text, and the writing conventions which are spelling, capitalization, punctuation, and grammar. Unfortunately, some students are having issues with the traits. In conclusion, they have good basic writing skills but need practice and exposure to writing English. Based on the findings, several suggestions are given to some stakeholders. First, English teachers should give more attention to students' grammar mastery and writing comprehension; encouraging students to write regularly will be more beneficial. Second, the other researchers can explore additional traits of writing, namely the trait of voice, the trait of word choice, and the trait of sentence fluency. They could refer to this study as a foundation to identify and address novel research gaps in students' ability to write analytical exposition texts, particularly focusing on how these traits manifest in different contexts and genres.

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