

## **THE ELEMENTARY GRADERS' DESCRIPTION OF THEIR ABILITY TO WRITE ANALYTICAL EXPOSITION TEXT**

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### **Abstract**

Writing is the process of putting thoughts into words on a piece of paper and presenting them to the reader. A spoken or written text that aims to persuade the audience or readers of something—either pro or con, depending on the situation—is an analytical exposition text. The purpose of the research was to describe the students' writing abilities and the factors that affect them in order to understand their capacity for producing analytical exposition texts. Using a Himp-Lyons scoring rubric, which includes Thesis Statement, Arguments, and Reiterations, the students' performance on the test was evaluated. The research employed a descriptive qualitative methodology. Following Gay et al.'s recommendations for reading and taking notes, characterizing the environment, and categorizing research data, the analysis of the data was carried out in this manner. The class XI-MIPA students, which had 20 students, served as the research's informants. Data has been collected through student workbooks and interviews with English teachers and students. After conducting the analysis of students' analytical exposition text, the result showed that 14 students (70%) were able to write an analytical exposition text, and only 6 students (30%) were not able to write an analytical exposition text. After conducting the analysis of students' answer in interview sheets, the result showed that a lot of different factors affected the result of their writing. In the final analysis, the majority of XI-MIPA students were able to write analytical exposition texts with a solid generic structure due to a number of key factors, including their background knowledge of the subject, the depth of their understanding of analytical exposition texts, and how well they applied the writing process in their work.

**Keywords :** *Students' Writing, Analytical Exposition Text, Descriptive Research*

### **1 INTRODUCTION**

An analytical, descriptive methodology was used for the study. The analysis of the data was done in accordance with the suggestions made by Gay et al. for reading and taking notes, describing the surroundings, and categorizing research

data. Twenty members of the class XI-MIPA were used as informants for the study. Interviews with English teachers and students as well as student workbooks have been used to gather data. Moreover, Langan (2012:9) in Irwan *et al* (2018), states that writing is a skill which transforming

thoughts from one's head into words on a sheet of paper and writing is a process of discovery that involves a series of steps. Therefore, writing is a process of extracting and delivering meanings in one's head into words on a sheet of paper.

Writing analytical exposition text is one of the activities should be done in high school, especially at the eleventh grade. Priyana *et al* (2008:58) in Irwan *et al* (2018:170) says that an analytical exposition text is a text that proposes or suggests a certain topic may only be pro or contra, not both. Moreover, Yeni *et al* (2017:59) state that analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers about something in the case. Therefore, analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something that can be pro or contra in the case.

Writing is listed as one of the abilities that students should be taught according to the 2013 Curriculum of SMA (senior high school syllabus), notably in the eleventh grade. In order to achieve core competence, students must be able to comprehend, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about the science of the arts, culture, technology, humanities, with humanitarian, national, state, and civilization-related causes phenomena and events, and apply the procedural knowledge to specific areas of study in accordance with their talents and interests to solve the problems. Meanwhile, basic competence expects the students to analyze the social functions, text structures, and linguistic features of analytical exposition text either in written and oral form according to the context of its use. As well as related to the students' achievement in learning especially in English subject of

eleventh grade of SMA Negeri, the school has determined the Minimum Competence Criterion (MCC) that should be reached by the students which is 73. The students should able to pass the MCC as the indicator of the students' success in learning.

However, based on the preliminary data the researcher obtained from the English teacher, the researcher discovered that several errors were committed by the students when producing analytical exposition texts. The majority of pupils were unable to complete the criteria for creating analytical exposition texts. The children were unable to meet the teacher's expectations for the 2013 curriculum due to this problem. The researcher was motivated by this circumstance, thus she carried out a descriptive qualitative study to explain the situation of students' aptitude for writing analytical exposition texts in SMA as it naturally occurs without undertaking variable control. Use of descriptive research is used to describe, look into, and examine cause-and-effect. Descriptive research is the research involves collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists. Moreover, Robbert and Knopp (2006:274) state that qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subjects point of view. Thus, the descriptive qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

## **Review of literature**

### ***Definition of Analytical Exposition Text***

Analytical exposition text is a text which discusses about something that happens in society. According to Katrini and Farikah (2015:556), an analytical exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener.

Priyana *et al* (2008:58) in Irwan *et al* (2018:170) says an analytical exposition text is a text that proposes or suggests a certain topic may only be pro or contra, not both. Moreover, Yeni *et al* (2017:59) state an analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something in the case. The topic that will be listened by the students should be an event that happens recently. Untoro (2016:32) supports this statement, he says the topic should be related to the recent and important problems happen and need to be explored.

Furthermore, an analytical exposition text evaluates a topic critically but focuses only on one side of an argument (Bashir, 2017:47). The argument and point of view have to be supported by facts and relevant information. And the thesis statement has to be reiterated in the conclusion.

The social purpose of an analytical exposition is to persuade the reader of the author's point of view on a subject. The social function of analytical exposition texts, according to Kartini and Farikah (2015:556), is to persuade the reader that something is true. On the other hand, Bashir (2017:47) claims that the goal of an exposition text is to persuade your audience to view a situation from your point of view. Furthermore, Refnaldi (2010:217) claims in

Irwan *et al.* (2018) that the text's goal is to present a convincing argument. Dahler and Toruan (2017:53) state that the goal of analytical exposition texts is to persuade readers or listeners by outlining the rationales for why a particular claim is the case.

According to the aforementioned theories, an analytical exposition text is a factual text that presents information, ideas, or issues that proposes or suggests a particular topic with the intention of persuading the listeners or readers about something that recently occurred by giving the writer's arguments followed by factual information related to the issue.

### ***The Generic Structures of Analytical Exposition Text***

The writer has to conform to the standard format of an analytical exposition text when composing it. According to Refnaldi (2010:217) in Irwan *et al* (2018), the generic structure of analytical exposition text. It consists of: thesis, arguments, reiteration. In addition, Anderson and Anderson (1997) in Septiana (2016) say that the generic structure of analytical exposition consists of three parts: thesis, arguments and reiteration.

#### **a) Thesis**

The first part is called as thesis. Refnaldi (2010:217) in Irwan *et al* (2018) says that thesis is a statement of the write's point of view about a topic that will be discussed and tells what the writer is focusing on. Moreover, Anderson and Anderson (1997) in Septiana (2016) say that thesis is also used as the outline of the main idea, to be presented. This can be found in the first paragraph.

#### **b) Arguments**

The second part is argument. According to Anderson and Anderson (1997) in

Septiana (2016), the argument is used for restating the main argument outlined in preview. This part is the supporting points that support the thesis statement. Moreover, Refnaldi (2010:217) in Irwan *et al* (2018) says that the writer supports the thesis statement by putting the arguments about the topic. It consists of the elaboration, development, and reinforcement to each point of argument.

c) Reiteration

The last one is reiteration or conclusion. According to Anderson and Anderson (1997) in Septiana (2016), reiteration is used to restate the writer's point of view and to conclude the whole argument. Furthermore, Refnaldi (2010:217) in Irwan *et al* (2018) says that reiteration contains writer's reiteration which reinforces the thesis statement in the first paragraph.

***Assessing Writing Analytical  
Exposition Text***

Due to the requirement for teachers to grade students and provide feedback to them, assessment is crucial to the teaching-learning process. According to Brown (2004:4), the term "assessment" in modern educational practice is both common and occasionally misinterpreted.

There are two kinds of assessment. They are formal and informal assessments. According to Brown (2001: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning. Moreover, he (Brown, 2004:5) says informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. On the other hand (Brown,

2004:6), there is formal assessment which is exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

Most formal assessments are ordinarily called tests. Test as a method of measuring a person's ability, knowledge, or performance in a given domain. There is some components of test. A test is first a method, which is an instrument that contains a set of techniques, procedures or items, that requires performances. Second, a test must measure. A test can measure some general ability or even a competencies or objectives. Then, a test must measure an individual's ability, knowledge, or performance. And finally, a test measures a given domain.

In this study, the researcher tested the students' aptitude for producing analytical exposition texts. The three criteria of thesis, arguments, and reiteration were employed by the researcher to evaluate the test using a scoring rubric that was adapted from Hamp-Lyons in Hyland (2003:231).

**2. METHOD**

The researcher employed the Descriptive Qualitative Technique to carry out this investigation. Studying causes and effects is one of the purposes of descriptive research. Descriptive research is the kind of study that gathers information to measure what currently exists and to respond to queries about the subject's or study's present state.

According to Khotari (2004:2-3), the major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.

Furthermore, Moleong (2003:3) says: A qualitative research deals with a kind of research which does not use statistic

procedures in analyzing the data. In a qualitative research, the researcher will collect and present the data with using description and accurate explanation. The procedures of descriptive qualitative are collecting data, arranging data and interpreting the data.

### ***Research Approach and Type***

The researcher's method for conducting the study was a qualitative one that uses an inductive approach with the goal of discovering the significance that underlies the data. This method involves making observations and recording all the facts in a comprehensive, scientific manner along with the problem that has been noticed. According to Thomas (2006:238), the inductive technique is a methodical process for examining qualitative data in which the analysis is probably influenced by particular evaluation objectives. Additionally, he claims that the main goal of the inductive approach is to make it possible for research findings to be generated from the common, significant, or dominant themes that are present in the raw data.

### ***Research Data and Informant***

The research's data provides a list of the different kinds of information that the researcher should gather and examine.

Students' written analytical exposition texts, transcripts of their organized interviews with teachers, and an observation sheet served as the data sources. Students had received the test as the primary piece of information, and the observation log and interview transcripts as the secondary. 20 students in class XI MIPA at SMA were selected by the researcher to serve as informants. According to the English teacher's

knowledge, the class has a median score in its ability to produce analytical exposition texts, which is why the researcher chose this particular class.

### ***Procedures of Collecting Data***

The researcher used a test of writing the analytical exposition text to the students, and also conducting interview and observation as the process of collecting the data.

#### **a) Test**

The researcher used a test as the instrument in measuring the students' ability in writing analytical exposition text.

Therefore, in collecting the students' written analytical exposition text, the researcher prepared the blueprint of the test. Then, the researcher gave the blank paper to the students and give time to the them to write an analytical exposition text based on the provided blueprint.

#### **b) Interview**

After conducting the test, the researcher conducted interview to the teacher, also the students. As Miller and Crabtree (1999) in Dornyei (2007) point out that the interview genre with its turn-taking conventions and expectations for participant roles, etiquettes, and even linguistic phrases is usually shared cultural knowledge.

There are some types of interview, such as single or multiple session interview, structured interview, unstructured interview, and semi-structured interview. In this study, the researcher used structured interview. Gay, *et al* (2012:387) says "in a formal structured interview, the researcher has a specified set of questions that elicits the same information from the respondents."

### ***Techniques of Analyzing Data***

After the data collected, the researcher analyzed them. The data was sourced from the test and the transcripts of interviews. To analyze the data, the researcher did it in two steps, as follows:

a. Analyzing the Quantitative Data

The quantitative data must be analyzed to know the students' ability in writing analytical exposition text. The data sourced from the students' worksheet.

In this research, the researcher used scoring rubric adopted from Hamp-Lyons in Hyland (2003:231). It provides three criteria to analyze students' writing analytical exposition text. The criteria are thesis, arguments, and reiteration.

Table 1: Scoring rubric adopted from Hamp-Lyons in Hyland (2003:231)

Score	Thesis	Arguments	Reiteration
4	Explicitly stated	Gives all essential information	Excellent
3	Fairly clearly stated	Fairly-well developed	Good
2	Only sketchy	Give some information	Inconsistent
1	Not stated	Missing or weak	Little

This rubric used to score the result of the test to get the final result. The students' scored for each criteria. The percentage of the result for each criteria used to sum up the final result.

b. Analyzing the Qualitative Data

After the quantitative data analyzed, the researcher continued to analyze the qualitative data sourced from the transcripts of interviews. Gay *et al* (2012:467) say that one way to proceed with analysis is to

follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

### ***Procedures of the Research***

The researcher followed a few steps in conducting the study to get the following results: The researcher did two things: (a) she requested the principle of SMA's permission to conduct the study; and (b) she chose the informant and the number of informants. The researcher came to the school and conducted an interview with the English teacher; e. The researcher made a schedule with the SMA English teacher to conduct the test; f. The researcher came to school and collaborated with the English teacher in giving the test to the students; g. The researcher gave the test to the students; h. The researcher came to the school and conducted an interview with the students; and i.. The researcher sorted and evaluated the data; j. The researcher used the findings to interpret the research.

## **3. FINDING AND DISCUSSION**

### ***The Result of the Test***

Based on the research design, the researcher conducted the test to the students in answering the first focus of the research. Before the researcher went to the school to give the test to the students, the researcher validated the test with one of the researcher's lecturer as internal validator and two English teachers as external validators. They are considered as the experienced validators because they teach English frequently. After the validators agreed the test, the researcher came to the field and took the data from the informants.

The researcher asked the students to write an analytical exposition text.

In doing the test, the researcher collaborated with the English teacher of that school, to give the test to the students. The test was done at home by the students and collected on Tuesday, 9 June 2020. After collecting the students' worksheets, the researcher conducted a scoring of the students' analytical exposition text based on the scoring rubric adopted from Hamp-Lyons in Hyland (2003:231) namely thesis, arguments, reiteration.

After presenting the research findings of the research, the researcher categorized the students scores into two categories. It can be seen in the table below.

Table 2: The Sequence of the Number of Students' scores in Writing Analytical Exposition Text

No.	Generic structure	Category 1 (score 3-4)	Category 2 (score 1-2)
1.	Thesis Statement	14 (70%)	6 (30%)
2.	Arguments	16 (80%)	4 (20%)
3.	Reiteration	10 (50%)	10 (50%)

Regarding to the sequence of the number of students' scores in writing analytical exposition text, it would be explained as follows.

### ***Thesis Statement***

Based on the table above, the researcher found that most of the students achieved a high score in writing the thesis statement. There were 14 students (70%) achieved score 3 to 4 which means that they were in a good score because they included most of thesis statement in their writing.

In another hand, there were 6 students (30%) achieved score 1 to 2 which means

that they were in a bad score because they only stated a little or even no thesis statement in their writing.

### ***Arguments***

Based on the table above, the researcher found that most of the students achieved a high score in writing the arguments. There were 16 students (80%) achieved score 3 to 4 which means that they were in a good score because they wrote most of information needed of an arguments in their writing. In another hand, there were 4 students (20%) achieved score 1 to 2 which means that they were in a bad score because there were some information omitted or even no necessary information needed of an arguments in their writing. Imelda was the only student who achieved the lowest score in writing arguments.

### ***Reiteration***

Based on the table above, the researcher found that the percentage of the students achieved a high score and low score in writing the reiteration are same. There were 10 students (50%) achieved score 3 to 4 which means that they were in a good score because they represented the thesis statement and conclusion of the arguments in a good vocabulary choices in their writing. There were only 3 students namely Jefri, Ramona and Riskin achieved the best score in writing reiteration.

In another hand, there were 10 students (50%) achieved score 1 to 2 which means that they were in a bad score because they represented the thesis statement and conclusion of the arguments with inconsistent language control and poor vocabulary in their writing.

There was only 1 student achieved the best score in total score and also in each generic structure. In other hand, there was a students achieved the lowest score in total score and also in each generic structure.

**The Result of Students’ Interview**

The researcher counted and made the recapitulation of the students’ responses by using the table as follows.

Table 3: The Recapitulation of Students’s Responses about Thesis Statement

No.	Category Score 3-4 (70% Students)	Category Score 1-2 (30% Students)
1.	Wrote things related to the topic.	Didn’t know what to write and how to.
2.	Wrote things came to their mind.	Were not able to arrange word.
3.	Wrote thesis statement as best they can do.	Did not have enough resources to write.
4.	Wrote and revised the thesis statement.	Wrote things came to their mind.
5.	Wrote the most important things.	Was tried to write the best.
6.	Wrote general things found around.	

Table 4: The Recapitulation of Students’s Responses about Arguments

No.	Category Score 3-4 (80% students)	Category Score 1-2 (20% students)
1.	Wrote identified general things about the topic.	Not good in exploring arguments.
2.	Wrote things related to the topic.	Didn’t understand analytical exposition well, less experienced in writing.
3.	Wrote and revised the argument.	Difficult in applying what was thought about the topic, difficult in find out the facts in real life.
4.	Wrote things they know.	Less exploration in find out the arguments.
5.	Wrote without plan	

6.	Explored well about all things relevant to be written in arguments.	
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Table 5: The Recapitulation of Students’s Responses about Reiteration

NO.	CATEGORY SCORE 3-4 (50% students)	CATEGORY SCORE 1-2 (50% students)
1.	Wrote simply and represent the whole things.	Forgot to write a reiteration.
2.	Wrote the important things in reiteration.	Not good in write a reiteration.
3.	Was tried to deliver the main idea of the text.	Didn’t understand analytical exposition well, less experienced in writing.
4.	Wrote a conclusion as people do.	Probably because didn’t have a good thesis statement and arguments.
5.	Wrote the best reiteration based on instruction.	Didn’t know what to write when finishing their writing.
6.	Wrote things they know.	

As a conclusion, most of the students achieved score 3 to 4 said that the most thing they done was writing the general things related to the topic. In another hand, most of the students achieved score 1 to 2 said that the main reason was they didn’t understand analytical exposition well.

**The Result of Teacher’s Interview**

The researcher conducted the interview to the teacher by using the structured interview questions on Thursday, 4 June 2020. The interview aimed to find out what factors were affecting their writing in answering the second focus of the research. In the interview, the teacher said that about 60 to 70 percent of the students were able in writing an analytical exposition text. Based on his explanation, the general difficulties

that faced by the students were in extracting their idea, writing thesis statement, arguments and making the conclusion. Moreover, he said that even they faced all of the difficulties, most of them understood the analytical exposition text. Furthermore, he explained that their background knowledge about the steps of writing categorized less, it could be seen from their writing. And the last, he said that the other things that probably affecting the students ability was their learning desire, internal and external motivation, and probably because they were less experienced in writing.

#### ***The Description of Students' Ability in Writing Analytical Exposition Text***

Based on the data presented in the previous tables, 14 students (70%) which achieved good score in writing thesis statement showed they're able to write thesis statement of analytical exposition text. It showed that they had a good ability in writing one generic structure of analytical exposition text. The result of another generic structure showed more students (16 students, 80%) achieved good score in writing arguments. It showed more students were understood arguments better than the other generic structure. The students' score in writing these two generic structures showed their good ability in writing analytical exposition text.

In another hand, the result of their score in writing reiteration was not really good. There were only 10 students (50%) achieved good score. This score showed their ability in writing reiteration was in bad level. However, the total score of their writing showed that 14 students (70%) achieved good score.

Based on the analysis above, it could be stated that most of the students were able

to write an analytical exposition text. Overall, they were understood the generic structure of analytical exposition text.

#### ***Factors Affecting the Result of Thesis Statement***

Based on the students' responses presented in table 3, there were some reasons that affecting their score in writing thesis statement. Some students who achieved score 3 to 4 said that they only wrote things related to the topic when they were writing analytical exposition text. They wrote the most important things found around. Another students said that they only wrote things came to their mind while they were writing. Another responses said that they were tried to write the best thesis statement they can do. They were wrote and revised it to get the best thesis statement.

In another hand, some students who achieved score 1 to 2 said that they didn't know what to write and how to write it. Some of them also said that they did not have enough sources to write, so they only wrote what came to their mind. Another reason was they were not able to arrange the best word to use in their writing. But they said they was tried to write their best in writing their analytical exposition text.

#### ***Factors Affecting the Result of Argument***

Based on the students' responses presented in table 4, there were some reasons that affecting their score in writing arguments. Some students who achieved score 3 to 4 said that they only wrote some general things related to the topic. They wrote the most important things found around. Another students said that they only wrote things they know. They wrote arguments without any plan. Another responses said that they were tried to

explore all things relevant to write the best arguments. They were wrote and revised it to get the best arguments.

In another hand, some students who achieved score 1 to 2 said that they were not good in exploring arguments, and also they didn't understand analytical exposition well with less experienced in writing causing their low score in writing arguments. Some of them also said that they were difficult in applying what was they thought about the topic, especially in finding out the facts in real life.

#### ***Factors Affecting the Result of Reiteration***

Based on the students' responses presented in table 5, there were some reasons that affecting their score in writing reiteration. Some students who achieved score 3 to 4 said that they wrote it simply and respresent the whole things. They wrote the most important things. Another students said that they only wrote reiteration as people write a conclusion based on what they know. But they said they wrote best reiteration they can to deliver the main idea of the text.

In another hand, some students who achieved score 1 to 2 said that they were not good in writing reiteration, and also they didn't understand analytical exposition well with less experienced in writing causing their low score in writing reiteration. Some of them also said that they didn't know what to write when finishing their writing. Another reason said that probably bad thesis statement and arguments causing bad reiteration. But the unpredictable reason was they forgot to write the reiteration because of some reason.

Based on the whole description above, it showed that their ability in writing analytical exposition was affected by some

factors. Their background knowledge about the topic was the main factor affecting their ability in writing. The next factor was their knowledge about analytical exposition text. The level of their understanding about analytical exposition text affected the result of their writing, especially in writing the text with good generic structure. And the last main factor was about their way of writing. Students who wrote and then revised their writing mostly achieved good score than students who only wrote once. Although not all of the students with good score revised their writing.

Based on the result of students' and teacher's interview, it could be concluded there were 3 main factors affecting the students ability in writing analytical exposition text. The first was the students' background knowledge about the topic. The second was the students' knowledge about analytical exposition text. And the last was how did the students implement the steps of writing in their writing.

#### **4. CONCLUSION**

Dealing with the result of the research from the writing test and interview, it could be concluded that most of the students of XI-MIPA of SMA Negeri 1 Gunungsitoli Idanoi were able to write an analytical exposition text. The research findings that the research carry out indicate that 14 students (70%) were able to write an analytical exposition text, and only 6 students (30%) were not able to write an analytical exposition text.

The research findings also indicate that the major factors that affecting the students ability in writing analytical exposition text were their background knowledge about the topic, the level of their understanding about analytical exposition text, and how did the

students implement the steps of writing in their writing.

The conclusion is intended to help the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

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