

THE DIFFICULTIES OF SENIOR HIGH SCHOOL STUDENTS IN WRITING ANALYTICAL EXPOSITION TEXTS

Meri Aprianti Nurjanah

Post Graduate Student of English Education Program, Bengkulu University
apriyantimeri@gmail.com

Received on April, 14th, Revised on June, 29th, Published on July, 30th 2018

ABSTRACT

This research aimed to describe the difficulties of XI IPA 2 student of SMA N 3 Bengkulu Tengah in writing analytical exposition texts. The objective of this research was to find out the students' difficulties in writing analytical exposition texts in the generic structure and the language feature. The method that was used in this study was a mixed method which consisted of a qualitative and quantitative approach. The data of this research were gathered from the analytical exposition writing test and interview. There are 52.78% students who got difficulties in the use of passive sentence and in the use simple present tense. Then 44.50% of students who cannot write the argument correctly. Based on the result, the researcher suggested to the teacher to pay more attention to teaching analytical exposition text. For the students, the researcher is suggesting to have more reading activity to enrich their vocabulary mastery and learn more about the use of passive sentence and the use of simple present tense in writing analytical exposition text.

Keywords: *Writing, Analytical Exposition Text*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kesulitan siswa kelas XI IPA 2 SMA N 3 Bengkulu Tengah dalam menulis teks eksposisi analitik. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis teks eksposisi analitis dalam struktur generik dan fitur langugae. Metode yang digunakan dalam penelitian ini adalah metode campuran yang terdiri dari pendekatan kualitatif dan kuantitatif. Data penelitian ini dikumpulkan dari tes menulis eksposisi analitik dan wawancara. Ada 52,78% siswa yang mengalami kesulitan dalam penggunaan kalimat pasif dan dalam penggunaan simple present tense. Kemudian 44,50% siswa yang tidak dapat menulis argumen dengan benar. Berdasarkan hasil, peneliti menyarankan kepada guru untuk lebih memperhatikan dalam pengajaran teks eksposisi analitik. Untuk para siswa, peneliti menyarankan untuk memiliki lebih banyak aktivitas membaca untuk memperkaya penguasaan kosakata mereka dan belajar lebih banyak tentang penggunaan kalimat pasif dan penggunaan present present tense sederhana dalam menulis teks eksposisi analitis.

Kata kunci: *Menulis, Teks Eksposisi Analitis*

INTRODUCTION

Writing is an important skill to be learned by Senior High School students in learning English. The students need to learn writing in order to be able to write their information about ideas, imaginations, and experiences in the right sentences. They also can learn how to compose good sentences into good paragraphs. Besides that, in writing the students can learn how to explore their paragraphs to become a story or an essay. The students also can share those things with others in order to communicate their information in written form. Additionally, the students also need to learn writing in order to complete their assignment which needs their ability to write correctly and appropriately.

Writing is not a surprise anymore when it becomes a skill that often seems difficult for most students. It is difficult because there are many aspects that must be noticed, such as grammatical item, vocabulary mastery, text structure, and construct an idea. Beside those difficulties, there are still other difficulties. Heaton (1983) stated that writing skills are complex, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements.

Based on the English curriculum of SMA N 3 Bengkulu Tengah, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* (2006), writing is one of the skills in English that must be learned by the eleventh-grade

students. In that curriculum, there are two types of texts in writing that need to be learned from them. They are functional text and monologue text. Functional text forms can be announcements, advertisements, invitations, posters, and pamphlets. While monologue forms can be a recount, narrative, report, spoof, procedure, and analytical exposition. Those texts have different purposes and different functions.

Although the eleventh-grade students had learned writing before, they still got difficulties to write paragraphs. That fact is known by the researcher because it was becoming an experience that had happened to the researcher when she was an eleventh-grade student. The most difficult aspect that often faced by the students were vocabulary mastery and grammatical mastery. When the students face those difficulties, their writing product will be meaningless and their real message cannot be delivered appropriately.

In this research, an analytical exposition text is chosen by the researcher. The researcher has two main reasons for choosing this text as the instrument. The first is because this text is difficult. Janiarti (2012) stated that an analytical exposition text is difficult because in this text the students are intended to write their arguments in order to persuade the reader. Besides that, Hanson and Padua (2011) also stated that expository text is more difficult than other types of texts

because it usually has more complex content and higher-level vocabulary and it is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution. From those statements, it shows that an analytical exposition text is difficult to be mastered by students.

The second reason is, an analytical exposition text is important. This text not only difficult, it is also important to be mastered by the students. It is because in this era all people have their freedom to show their opinions and arguments. By learning analytical an exposition text the students can learn how to write their argument about a topic or an issue. They can be able to show their opinions and arguments in written form. Those arguments can be used to persuade the readers to support their opinion about a topic or an issue.

There are some researchers who had conducted researches relate to this topic. Most researchers conducted the research on writing analytical exposition texts looked at the students' ability in constructing ideas. Among them are Wulandari (2011) and Rosmeri (2014), in their researches they found that the students had difficulties in constructing an idea. Different from these, Pambudi (2013) looked at the students' ability in using grammar, in his research he found 342 errors in the students' paragraphs

in using grammar. Besides that, there is Hilmi (2013) who looked at the students' ability in using the passive sentence in analytical exposition texts. The result of his research was 86.25% students had difficulties in using a passive sentence.

From the finding above, it can be seen that there were few researchers who conducted a research on analytical exposition texts in order to find out students' difficulties in writing an analytical exposition texts in the generic structure and in the language feature. The result of this research can help the teacher to choose an appropriate technique based on the most students' difficulty. It is important to find out the students' difficulties in a writing analytical exposition text in order to make the students be able to write their argument about a topic correctly and appropriately. By knowing the difficulty, the teacher can search the suitable ways to improve the students' lacking aspect. On the other hand, the errors that are produced by the students which reflect the students' difficulties can become feedback for themselves. So that, the researcher conducts a research entitled "The Difficulties of Senior High School Students in Writing Analytical Exposition Text".

METHODOLOGY

The researcher used the mixed method to design this research. The mixed method

that was used in this research meant that the researcher used the quantitative and qualitative method in the research. According to Cresswell (2009), the mixed method focuses on combining both quantitative and qualitative methods in a research study. Besides that, the researcher used the mixed method in this research in order to validate the result of this research. The researcher used triangulation by the method by combining qualitative and quantitative method. Meijer and friends (2002) stated that triangulation by the method is a way to validate the result of the research by combining more than one method in a research. Besides that, Dawson (2002) also stated that the term 'triangulation' is used when a combination of qualitative and quantitative forms of inquiry are used.

The population of this research was XI IPA 2 grade of SMA N 3 Bengkulu Tengah which consisted of 28 students. The researcher used total sampling to take the sample, Sugiyono (2003) stated that total sampling means that the number of the sample is the same with the number of the population where the number of the population is less than 30 people it is better to be taken all.

The data in this research were collected by using two instruments, they were a writing test and an interview. The researcher used writing test in order to find out students'

difficulties in writing an analytical exposition text in the generic structure and in the language feature by asking them to write that text. In writing test, the researcher asked the students to write at least 3 paragraphs which consisted of the thesis, argument, and reiteration. They were intended to write an analytical exposition text that was consisted of 100 words in 90 minutes of time allocation. The students were given three different topics. The researcher tried out the test to the students out of the sample before giving the real test. It was done in order to know whether the students understood the instruction or not and to see whether the time allocation was enough or not. To have a content validity the researcher constructed the test based on the curriculum, syllabus, and teaching materials.

Two correctors was used in this research in order to minimize the subjectivity. To calculate the scores given by two correctors, it was analyzed by using Pearson Product Moment Formula by Sugiyono(2003). This formula was used to find out the reliability of the score. The formula was :

Note :

R_{xy} = Product Moment

N = Number of Students

\sum = The Sum of All Scores

X = Marks From First Corrector

Y = Marks From Second Corrector

In analyzing the data, the researcher used writing scoring rubric by Gaston (2011)

which is consisted of four aspects, they were a thesis, argument, reiteration, and language feature. After the students' writing test was analyzed by using the rubric, the researcher got the score based on the scale. The score of the students at each point was summed. After that, the total points were calculated to get the percentage of the data. It was calculated by using this formula :

$$P = \frac{F}{N} \times 100\%$$

P (Percentage)

F (Total number of the students' point)

N (Number of maximum scales)

After that, the data were classified by using the criteria of score interpretation. The score interpretations were gotten by the total score in each criterion. The scale of the lowest score to the highest score was gotten by the interpretation can be mentioned as below :

Percentage	Category
25% - 43.75%	Very difficult
43.76% - 62.51%	Difficult
62.52% - 81.27%	Easy
81.28% - 100%	Very easy

FINDING AND DISCUSSION

Findings

After analyzing the data, the researcher got the percentage of each aspect of the students' writing test. The percentage of the students' difficulties in writing an

analytical exposition text can be shown in the table as follow :

Table 1. The Percentages of The Students' Difficulties In Writing analytical Exposition Text in Each criterion

No.	Criteria	Total of the students' score	Percentages	Category
1	Thesis	80.5	74.63%	Easy
2	Argument	60	55.50%	Difficult
3	Reitration	76.5	70.83%	Easy
4	Language feature	51	47.22%	Difficult

Table 2. The Percentages of Students' Score

No.	Criteria	Total of The Students' Score Each criterion	Percentage
1	Thesis	80.5	30.03%
2	Argument	60	22.38%
3	Reitration	76.5	28.54%
4	Language Feature	51	19.02%
	Total	268	100%

From the table above, it can be seen that the lowest percentage of the students' score is a language feature and argument which were categorized as difficult. The table implies the difficulties of XI IPA 2 students of SMAN 3 Bengkulu Tengah in writing an analytical exposition text. From the table can be concluded that the students have difficulties to write an analytical exposition text in the argument and in the language feature. The percentages of each criterion are a thesis (74.50%) which the category was easy, the argument (55.50%) in the difficult

category, recreation (70.83%) which was categorized as easy, and language feature (47.22%) in the difficult category. From the second table, it can be seen that from all criteria thesis takes 30.03%, argument 22.38%, reiteration 28.54%, and language feature 19.02% from the total of the students' score in writing an analytical exposition text.

The result of the interview is discussed in this chapter in order to know the students' difficulties in writing an analytical exposition text by asking the students directly. The interview was done to the students who got the lowest score in their writing test. There were 10 students who got the lowest score. The percentages of the interview result can be showed as below :

Table 3. The result of The Interview

No.	Criteria	Aspect	N	Percentage
1.	Argument	Ideas	4	40%
		Translation	10	100%
2.	Languege Feature	Simple Present Tense	5	50%
		Passive Sentence	3	30%

The result of the interview was the students got difficulties in writing an analytical exposition text in writing the argument and in the use of language feature. In the argument, there were 4 of 10 students who difficult to develop the idea, 10 Of 10

students difficult to translate their idea from Bahasa Indonesia into English form.

Besides the argument, the result of the interview also showed that students have difficulties in the use of language feature of an analytical exposition text. There were 3 of 10 students who had difficulties in using the passive sentence, 5 of 10 have difficulties in using the present tense, and the others have difficulties in using both of passive sentence and simple present tense. The result of the interview was similar to the result of the writing test. It can be known that the students have difficulties to write their argument and difficult to use the language feature correctly and appropriately.

DISCUSSION

After analyzing the data, the researcher got the percentage of the students' score in each aspect. During the test, the researcher reminded students to write their own idea by themselves, but there were some students who worked together with others. It made the students wrote the same idea which implied the same result for some students.

From the percentages, the researcher interpreted the percentages by using the table of interpretation's score. The result of the interpretation can be mentioned as follow: the thesis was categorized as easy, the argument was difficult, whereas reiteration was easy, and language feature was

categorized as difficult. Presenting argument and constructing the language feature are the difficult aspects in writing analytical exposition texts for XI IPA 2 students of SMAN 3 Bengkulu Tengah. The following discussion will discuss about: first, the students' difficulties in the language feature which consist of a discussion about students' difficulties in using passive sentence and in using simple present tense. Second, the students' difficulties in writing the argument which consists of a discussion about students' difficulties in developing the idea and students' difficulties in translation. The discussion can be seen as follow:

1. Language Feature

The most difficult aspect for XI IPA2 students of SMAN 3 Bengkulu Tengah in writing an analytical exposition text was in the language feature. Based on the result of the students' writing test, the students did not use some aspects of the language feature of the text appropriately. The aspects that were not used appropriately by the students were a passive sentence and simple present tense. Those are also supported by the result of the interview, 6 out of 10 students stated that *"menulis analytical itu yang paling sulit dibagian language feature nya miss"*, it means that in writing analytical exposition texts the most difficult thing was in the use of language feature. In this

part, most of the students got a low score based on the scoring rubric for their writing test. That was proved by the result of the students' writing test, where the language feature got the lowest percentage. The discussion of each difficulty are discussed as below :

a. Construction of Passive Sentence

Based on the result of the interview, the students said that they got difficulties in the use of language feature. It is proved by the result of the interview that said before. In the language feature, the students have difficulties in using a passive sentence. Student 1 said that *iya miss, penggunaan kalimat pasif itu miss yang bikin bingung pas nulis, soalnya kan verb nya dirubah-rubah ke verb 3 bagian pas perubahan verb nya tu na miss, verb 1 ke verb 3* – the student said that in writing an analytical exposition text she confused in the use of passive sentence in the change of the verb. Most of them did not use the passive sentence in their paragraph. The students who used passive sentence felt confused about the form of the passive sentence. They also got difficulties to change verb 1 into verb 3. Some of them wrote the sentence in the passive form, but they used verb 1 in their sentence. That result can be proved by showing the example of a sentence that

wrote by the student in their writing test, it can be seen as follow :

- a) “They **are to use** in the world”. (student’s writing test extracted from student 21 in line 2 paragraph 1).
- b) “Tools that can **help** in communication”. (student’s writing test extracted from student 13 in line 3 paragraph 1).

Based on the examples, the students did not use an appropriate verb in the passive form. From the interview, they said that they have difficulties to change verb 1 into verb 3 as what the pattern of the passive sentence should be. They also said that sometimes they felt confused about the formula of the passive sentence. This result was similar to the previous research by Hilmi (2013), in his research he found that 86.25% students had difficulties in using the passive sentence in writing analytical exposition texts. The error that found in his research was in using past participle, in using auxiliary be, and informed passive sentences whenever the sentence should be in active sentences.

b. Construction of Simple Present Tense

In the result of the students’ writing test, it showed that the students also have difficulties in using simple present tense. From the interview, they also said that they forgot the formula of simple present tense. Student 2 said that *saya lupa sama rumus present tense nya*

miss, kalau nulis tu ngalir aja miss, ngga tau itu benar apa ngga Rumania. It means that she forgot about the formula of simple present tense, when writing a paragraph she wrote without considering the formula. Some of them difficult to differentiate between the singular subject and plural subject. Some of them also difficult to differentiate between the form of passive sentence and the form of simple present tense. The result can be proved by showing the example that is extracted from the students’ writing test, it can be seen as follow :

- a. “Smartphone **have** various sort and **model different**”.(student’s writing test extracted from student 2 in line 2 paragraph 3). It should be (smartphone has various sort and different model).
- b. “This thing **makes** the people interesting to buy”. (student’s writing test extracted from student 2 in line 2 paragraph 2). It should be (This thing makes the people interesting to buy)
- c. “Smartphone **become** need for everyone”. (student’s writing test extracted from student 23 in line 1). It should be Smartphone becomes need for everyone.
- c) “Nowadays, everyone never **separated** with smartphone”.

(Extracted from student 19 in line 1 paragraph 1).

- d) “Tools that can help in communication”. (Extracted from student 13 in line 3 paragraph 1).
- e) “That is why all people **to bring** smartphone everywhere”. (Extracted from student 3 in line 3 paragraph 3).
- f) “Nowadays, handphone **become** needs”. (Extracted from student 18 in line 1 paragraph 1).

From those examples, it can be seen that the students used an inappropriate form of verb 1. From example c, the student used *have* for a singular subject *smartphone*, as what have known for the singular subject it should use *has*. In the example the student also did the same thing with the example c, she used *to make* for the singular subject, where it should be *made*. The example proves that the students have difficulties to differentiate the singular subject and plural subject. Different from those, for example, the student used *be* active sentence form, although she meant to write a passive sentence, she used verb 1 in her sentence. From the context, her sentence must *be* an active sentence, she should not use *be* in her active sentence. This is closer with the result of research by Pambudi (2013) the result was in writing the grammatical item in an analytical exposition text the students were errors of omission, errors of misinformation,

errors of addition, and errors of the disorder. Although simple present tense is the easiest tense, the students still difficult to construct it. It happened may be because the students have less practice, so they made mistake in constructing simple present tense.

2. Argument

The difficulties that also faced by the most students in writing an analytical exposition text was writing the argument. Based on the result of the students' writing test, in writing the argument most of the students did not give detail explanation about their thesis statement. Most of the student got low score that was categorized as a difficult category. From the interview, the students said that they got difficulties to write the argument because they have a limited vocabulary. Some of them also stated that they difficult to develop their ideas. The other students said that they got difficulties to write the argument because they got difficulties to translate their paragraphs from Bahasa Indonesia into English form. Most of the students wrote their paragraph in Bahasa Indonesia first. It means that the students got difficulties to write the argument because of two factors, they were difficult to develop ideas and difficult in translation. The discussion of each difficulty can be mentioned as below :

a. Developing Idea

According to Pardiyono (2007) an argument, the students explain about thesis and description which consist of a point, explain about the thesis and description which consist of an elaboration. In this research, some students did not write appropriate opinions to support the main idea. Some students wrote more than one idea in a paragraph of argument, they wrote another main idea before their first idea is elaborated. It is indicated from their writing answer sheet. As an example, can be shown as follow :

“smartphone is very important thing in communication. The smartphone is a powerful communication tool. The smartphone is a modern people communication at this time”.

(Extracted from student 2 in line 1-4 paragraph 1).

From that example, it can be seen that in one paragraph consisted of more than one idea. The student did not write an appropriate argument to support their main idea. The main idea was about the importance of a smartphone, but the supporting idea talked about another different idea or it can be said that she wrote an opinion about something else, she did not focus to write the supporting sentences to support the main idea. This result is similar with the result of the previous research by Wulandari (2011) and Rosmeri (2014), the results were in writing

an analytical exposition text, the students had difficulties in constructing idea because they had limited vocabulary. In this research, the students got difficulties in writing the argument were not only because had limited vocabulary, but also difficult to translate their paragraph, the discussion is showed as follow:

b. Translation

The second factor that made students difficult to write the argument was difficult in translation. The students have difficulty to write their argument because they have difficulties to translate their idea from Bahasa Indonesia into English form. It can be proved by the students' answer in the interview as follow :

1. *“dibagian argumen tu sulit miss, bukan gara-gara masalah ide, tapi gara-gara susah pas translit nya, susah milih kata-kata yang pas, kadangkata-kata yang dicari ngga ada dikamus”* (extracted from student 8)
2. *“sebenarnya miss pas lagi nulis argumen itu yang sulit saat merubah ke Bahasa Inggrisnya itulah, kalau masalah ide itu biasanya ngalir aja sambil nulis”* (extracted from student 3)

In the statement above, student 8 stated that in writing the argument, the difficult aspect was not only in developing idea but also in translation the paragraph into English

form, in the choice of words, and in the use of tenses. Besides that, student 3 also stated that in writing an argument, the difficulties only in the translation, the idea will come by itself when a student is writing. The student's difficulties in translation can be seen by the following example :

1. *"smartphone is tools communication very good to communicate from distance either near. But everyone uses the smartphone do not fit procedure"* (extracted from student 17 in paragraph 3).
2. *"This period as like we very need a smartphone, moreover circle teenagers. Because a smartphone can to combine with friends, family, and relation is distance"* (extracted from student 7 in paragraph 1)
3. *"without our smartphone, we can get difficulties communication with someone, Jakarta people who are almost all technological advances also affect the pattern of human life in getting information"* (extracted from student 24 in paragraph 3)
4. *"Smartphone already we in communication where ever we are.* (extracted from student 23 in paragraph 3 line 1)

Those examples showed that the students have difficulties to translate their paragraphs into English form. It was not only

showed by the students' writing test but also in the result of the interview From the interview the students also said that their difficulties in translation were caused by limited in vocabulary mastery. According to McCarten (2007), vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply in what he/she is telling about.

All of the students wrote their idea in Bahasa Indonesia before writing it in English form. They have difficulties to translate their idea into English form. Especially to switch sentences from Bahasa Indonesia into English with appropriate or the closest meaning to the target language. Sometimes, the meaning of their paragraph cannot be understood very well. This result can be proved by showing an example that wrote by the student, it can be seen as follow :

1. *"Communication now to know the age, children to come to mature already using smartphone"*. (Extracted from student 11 in line 2 paragraph 2).
2. *"Except that, the smartphone also person to contribute we deep to work task school who difficult we understand with custom to open internet google"*. (Extracted from student 12 in line 1-3 paragraph 2).
3. *"Since 2000's many kinds smartphone in Indonesia starts smartphone that in*

production for people class under to come class superior”. (Extracted from student 4 in line 3 paragraph 1).

Those examples are showing that the students' paragraphs are difficult to understand. Besides that, it also proves that the students were difficult to write their idea in written form. It happened may be because the students do not have much reading activity, so they have lack ability in choosing the vocabulary which has the closest meaning to the target language. Based on the previous research by Rosmeri (2014) the student's difficulties in writing the argument is caused by the student's difficulties in constructing an idea. It was also one of the causes of difficulties of the students in writing the argument in this research. Besides that, in this research, the students have difficulties to write their argument because they have a limited vocabulary. McCarten (2007) stated that vocabulary takes an important part in writing form in order to deliver the message appropriately. That is why the student's paragraph cannot be understood very well when they have a limited vocabulary in writing.

The result of this research has similarities and differences with the previous researches. The similarities are, in writing an analytical exposition text, the students have difficulties in using the language feature of the text which is caused by getting

difficulties in using passive sentence and simple present tense. The differences are the student's difficulties in writing the argument is caused by difficulties in translating the paragraph from Bahasa Indonesia into English form. The previous researchers did not find that aspect in their research on analytical exposition text. The previous researchers found that in writing an analytical exposition text the students have difficulties in using the passive sentence, in constructing idea, and in writing grammatical item. They did not find the same difficulties with this research, that is the students have difficulties in writing because of difficult to translate their paragraph from Indonesian language into English form.

CONCLUSION AND SUGGESTION

This research has investigated the difficulties of XI IPA 2 students of SMA N 3 Bengkulu Tengah in writing an analytical exposition text. The result of this research can be concluded that in writing an analytical exposition text, XI IPA 2 students of SMAN 3 Bengkulu Tengah have difficulties in writing the argument and in using the language feature. Those difficulties were caused by students weakness in constructing simple present tense, constructing a passive sentence, developing the idea, and in translating paragraphs from the Indonesian language into English form.

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Kudus in the Academic Year 2011/2012
Taught by Using LEET (Label,
Explanation, Example, and Tie-back)*.
Skripsi. English Education
Department. Teacher Training and
Education Faculty of Muria Kudus
University.