

ANALYSIS OF LEARNING OUTCOMES IN WRITING ANALYTICAL EXPOSITION: A STUDY ON GRADE XI STUDENTS OF SMAN 1 GARAWANGI

Dinda Anggita Nurul Arofah¹, Hannah², Indah Nurul Fitria³

English Education Study Program
Faculty of Teacher Training and Education
Universitas Kuningan
dindagtt@gmail.com;

ABSTRACT

Penelitian ini bertujuan untuk menganalisis kemampuan dalam menulis teks analytical exposition dari siswa kelas XI.3 SMAN 1 Garawangi berdasarkan struktur teks dan fitur kebahasaan yang digunakan. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan sumber data berupa 33 produk tulisan siswa yang dikumpulkan melalui tugas menulis berbasis quizziz di kelas. Analisis difokuskan pada pemenuhan struktur teks (thesis, arguments, dan reiteration) serta penggunaan unsur kebahasaan seperti simple present tense, connectors modal verbs, dan mental verbs. Hasil penelitian menunjukkan bahwa sebagian besar siswa masih mengalami kesulitan dalam menyusun struktur teks secara lengkap, terutama pada bagian argumentasi dan reitarasi.

Kata Kunci: Teks Analytical Exposition, Kemampuan Menulis, Struktur Teks, Fitur Kebahasaan, Siswa SMA

ABSTRACT

This study aims to analyze the ability to write analytical exposition texts of class XI.3 students of SMAN 1 Garawangi based on the text structure and linguistic features used. The method used in this study is descriptive qualitative with data sources in the form of 33 student writing products collected through quizziz-based writing assignments in class. The analysis focused on the fulfillment of text structures (thesis, arguments, and reiteration) and the use of linguistic elements such as simple present tense, connectors modal verbs, and mental verbs. The results showed that most students still had difficulty in compiling complete text structures, especially in the argumentation and reiteration sections.

Keywords: Analytical Exposition Text, Writing Ability, Text Structure, Linguistic Features, Senior High School Students

INTRODUCTION

There are four skills in learning a language: Listening, Speaking, Reading, and Writing. Writing is a productive and crucial skill in learning English. Writing is the ability to communicate the ideas, knowledge, and feelings in English through writing. English has a significant impact on students, both as a means of communication with foreign speakers and as a help for students studying other subjects. (Pitri et al., 2024). It also produces written products. Writing activities can be learned in schools, from elementary school to high school. At the high school level, writing activities are taught to hone students' skills and help them express their ideas, opinions, and perspectives in writing (Nurlatifah & Yusuf, 2025). In EFL learning, Writing is often considered a difficult and complex skill because EFL learners must master linguistic aspects such as grammar, structure, and a broad vocabulary, as well as the

ability to organize written ideas logically and systematically.

At the high school level, EFL learners are taught writing skills in texts such as descriptive texts, reports, recount texts, analytical exposition texts, etc. Analytical exposition texts are taught at the high school level so students can express ideas and arguments, and think critically to convince readers of a particular point of view. This structure consists of a thesis, arguments, and reiteration (Hermayanti & Gunawan, 2024). Exposition texts assist writers in presenting and justifying ideas about a specific topic. Students can learn effective text arrangement for presenting ideas in analytical expositions (Septianti & Kurniawan, 2023). In analytical exposition text instruction, students must not only write grammatically correct, but also develop critical thinking skills in constructing arguments, ensuring they are logical and interconnected.

Various studies show that students still experience difficulties in writing analytical exposition texts, particularly in developing arguments to support ideas, ensuring strong arguments, and applying appropriate linguistic features (Nurlatifah & Yusuf, 2025). Several studies in the Indonesian educational context also found that students' argumentative skills are still relatively low and tend to be unsystematic (Boeriswati, Eriyani & Wibawani, 2024). This situation indicates that students do not fully understand the characteristics of analytical exposition texts as argumentative texts.

A Genre-Based Approach (GBA) learning approach is often recommended to address these issues in writing. The Genre-Based Approach is considered capable of helping students understand text structure and linguistic features in a more focused manner, thereby improving the quality of their writing (Hermayanti & Gunawan, 2024). Genre-Based Approach language knowledge is related to social aims, with the primary focus of the purpose of writing being the reader's perspective rather than the writer's own. This technique strives to increase students' awareness, ability, and creativity in writing across genres (Hitimala et al., 2024). The effectiveness of this approach depends heavily on how teachers implement strategies during instruction, the learning stages employed, and the availability of time and learning resources in the classroom (Yassin & Sood, 2024).

Language aspects also play a crucial role in writing analytical exposition texts. The use of modalities, conjunctions, and mental verbs serves to strengthen arguments and demonstrate the writer's attitude toward the written ideas and the topic being discussed. Recent research indicates that poor mastery of linguistic elements can impact the quality of students' arguments (Ritonga et al., 2025).

Based on these empirical findings and initial observations of the writing of grade The research findings are expected to provide an overview of learning needs and practical recommendations for improving the quality of analytical exposition writing instruction in high school contexts.

METHOD

This study employed a qualitative descriptive method to describe students' ability to write analytical exposition texts based on their writing without any

special treatment or intervention. The qualitative descriptive approach is widely used in language learning research to describe natural language phenomena based on authentic classroom data (Ganapathy et al., 2022).

The subjects of this study were 33 students of grade XI.3 at SMAN Garawangi. The subjects were selected because the class was studying analytical exposition texts at the time of the study. The research data consisted of student writing completed directly in class. Quizizz is generally used by teachers as an alternative assessment medium for all levels of education (Malvado et al., 2021). The use of digital writing tools is considered effective for capturing students' spontaneous writing skills in a real-life learning context (Hermayanti & Gunawan, 2024).

The research instrument used was an analysis sheet compiled based on the text structure and linguistic features of the analytical exposition text. The text structure analyzed included thesis, arguments, and reiteration, while the linguistic features analyzed included the use of simple present tense, connectors, modal verbs, and mental verbs. Analysis of text structure and linguistic elements is a key aspect in the study of analytical exposition texts because both determine the quality of students' argumentation (Abbas & Asy'ari, 2025).

Data analysis techniques were conducted through several stages. The first stage was data reduction, which involved selecting and organizing student writing relevant to the research focus. The second stage was data classification based on the completeness of the text structure and the appropriateness of the use of linguistic features. The data was then analyzed descriptively to identify patterns of student ability and the most dominant difficulties in writing analytical exposition texts. This descriptive analysis approach is commonly used in writing skills research to obtain a comprehensive picture of student abilities (Yassin & Sood, 2024).

RESULTS AND DISCUSSION

Students' Ability in Fulfilling Analytical Exposition Text Structure

Based on an analysis of 33 student writing samples, it was found that students' ability to fulfil the structure of analytical exposition texts still varies. Some

students were able to compose texts with a complete structure consisting of a thesis, arguments, and reiteration. For example, one student wrote the thesis "I believe that using phones at school is useful for students," which was then followed by supporting arguments and reiteration "So phones should be allowed at school." This shows that the student understood the basic structure of analytical exposition texts.

Most students still have difficulty constructing a complete text structure. Some students only write the thesis without following it up with clear arguments, such as in the sentence "Reading books is a beneficial activity for everyone," which is not developed with systematic arguments. There are also students who write arguments but include reiterations to reaffirm the writer's position. These findings indicate that students do not yet fully understand the function of each part in the analytical exposition text structure (Hermayanti & Gunawan, 2024).

Several students' writings were also found to be inconsistent with the analytical exposition genre. Some students wrote descriptive or personal statements, such as "Cats have soft fur" or "On holidays I go running." This indicates that some students are still unable to distinguish analytical exposition texts from other types of texts.

Quality of student arguments

Most students tend to present simple and underdeveloped arguments. The most common argument relates to the use of mobile phones in school, for example, "using phones at school helps students discover new information easily." Although this argument is relevant to the topic, most students do not provide further explanations, examples or logical reasons to strengthen their arguments.

Many students only present one argument without further development. This shows that students' ability to develop ideas critically is still limited. This condition is in line with previous research findings which state that EFL students often have difficulty developing arguments systematically in argumentative texts (Nurlatifah & Yusuf, 2025).

The use of language features

The analysis shows that the use of linguistic features in the students' texts is still limited. Almost all students use the simple present tense, which is indeed

a key feature of analytical exposition texts. An example can be seen in the sentence "Students find information easily." However, grammatical and spelling errors are still frequently found, such as the incorrect use of verbs, spelling mistakes, and unclear sentence structures.

The use of connectors is also still limited, with conjunctions such as first and second being the most frequently used. Modal verbs such as should appear quite often, especially in the reiteration section, for example, "Phones should be allowed at school." In addition, mental verbs such as believe and think are also used by some students to express opinions, although their use is still not very varied.

Some students also mixed Indonesian and English in one text, which affected the clarity and coherence of the writing. This shows that students still need guidance in the consistent and appropriate use of linguistic features (Abbas & Asy'ari, 2025).

DISCUSSION

In general, the results of the study indicate that the ability of students in class XI.3 SMAN 1 Garawagi in writing analytical expository texts is still at a basic level. Although some students have understood the structure of the text and some linguistic features, most students still have difficulty developing arguments logically and composing texts in accordance with the characteristics of the analytical exposition genre.

These findings also indicate that Quizizz-based writing is effective for assessing students' spontaneous writing skills. Time constraints and the absence of a revision process meant that many students' writing did not develop optimally. More structured learning is needed, such as providing text examples, argument development exercises, and explicit learning about the structure and linguistic features of analytical exposition texts (Yassin & Sood, 2024).¹

CONCLUSION

Based on the analysis of 33 Analytical Exposition texts written by grade XI.3 students at SMAN 1 Garawangi through the Quizizz platform, it can be concluded that students' writing skills are still at a basic level. Some students are able to write their theses quite clearly, but the majority still have difficulty developing logical and supporting arguments, and are unable to construct reiterations that serve to reaffirm the author's position. The use of

linguistic features such as the simple present tense appears more dominant, but argumentative connectors, modal verbs, and mental verbs are still used only sparingly. This condition indicates that students' understanding of the structure and characteristics of the Analytical Exposition genre has not yet fully developed.

Several texts did not conform to the required genre, indicating that some students are unable to differentiate analytical expositions from other text types. While spontaneous classroom work through Quizizz provides an authentic snapshot of initial abilities, the limited revision process has prevented many texts from developing optimally.

These findings underscore the need for more systematic reinforcement of genre-based learning, including modeling, joint construction, explicit instruction in modalities and connectors, and providing writing exercises that facilitate revision. The difficulties in learning analytical exposition text, teachers must have strategies in place to help students navigate the genre's complexities, develop critical thinking skills, adapt to different audiences and contexts, acquire domain-specific knowledge, receive feedback, and prepare for academic and professional success. (Elindika et al., 2025). It is hoped that the implementation of these strategies will help students build arguments that are more coherent, accurate, and in accordance with the academic demands of Analytical Exposition texts.

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APPENDIX

<p>Students 1</p> <p>Having breakfast is often called the most important meal of the day ,and for good reason,it is my firm conviction that skipping breakfast. First, breakfast provides the necessary energy for the brain to function effectively .when we skip it ,we are molle likelly to be distracted and unfocused , especially during early morning classes or meetings.</p>	<p>to discovery new information easily. So phones should be allowed at school.</p>
<p>Students 2</p> <p>I believe that us must read one book everyday. First, reading book help us to connection with imagination world, helps us to open our imagination thinks. Secondly, reading a lot of books is beneficial because cann help us to get new knowledge. Reading book should allowed everyday</p>	<p>Students 8</p> <p>in sunday morning i drink a coffee kapal api</p>
<p>Students 3</p> <p>On Holidays I go running</p>	<p>Students 9</p> <p>Cats have soft fur, there are several types of cats in the world including Persian, Angora, etc. Cats are pets, there are some cats that cannot be kept as pets, cats are carnivores.</p>
<p>Students 4</p> <p>Digital technology impacts how we communicate and interact. Technology enables global connections but can reduce direct interactions. It aids learning but can spread misinformation. We should use technology wisely to balance efficiency and interpersonal relationships.</p>	<p>Students 10</p> <p>Reading books is a beneficial activity for everyone.</p> <p>The reasons are:</p> <ol style="list-style-type: none"> 1. It provides a lot of knowledge. 2. It trains our creativity. <p>For me personally, reading books is very beneficial because it provides a lot of useful knowledge.</p>
<p>Students 5</p> <p>i believe that using phone at school is usefull for student. first,using phone at school helps students to dicover new information easily. so phone should be allowed at school.</p>	<p>Students 11</p> <p>I think drawing is an activity that can help reduce stress. why is that, because by drawing we can pour out our hearts through the pictures we make, like when we are sad we can pour it out through pictures and not hurting other people. Apart from that, drawing can also help reduce excessive stress, because when we draw we will only focus on completing our drawing without thinking about it. the problem we are facing. In this way, we can eliminate or reduce excessive stress by drawing without hurting or involving other people.</p>
<p>Students 6</p> <p>I agree that students should be allowed to bring their mobile phones to school. Firstly, students find it helpful when doing assignments given by teachers. Secondly, students understand better when they are given difficult assignments by teachers and can search for information on the internet to better understand the assignments. Lastly, it is easier for students to contact someone when they are at school. So, bringing mobile phones to school is not a problem as long as students use them wisely.</p>	<p>Students 12</p> <p>In this era, phone or gadget is usually uses in this generation. In this generation too phone or gadget mostly importance for another people. first, they use phone for their works, their activities that mostly uses phone or gadget. second, people often uses phone to see a news, bcs in this era, any people not always see a television for see a news So, i think any people need phone and other people do not need.Espesially, they uses phone for their life.</p>
<p>Students 7</p> <p>I believe that using phone at school is useful for students . First, using phone at school helps at students</p>	<p>Students 13</p> <p>No Know.</p> <p>Students 14</p> <p>I Don't Know Sorry.</p>

Students 15
i belive that using phone at school is useful for student. First using phone at school help student discover new information easily. So phones should be allowed at school
Students 16
Yes
Students 17
Analytical Exposition Text
Students 18
Having breakfast is often called the most.
Students 19
i belive that using phone at school is useful for students. first, using phoneat school helps at students to diascover new information easily. so phones should be allowed at school
Students 20
Text.
Students 21
i belive that using phone at school is useful for students. first, using phoneat school helps at students to diascover new information easily. so phones should be allowed at school
Students 22
Scout is very imfortant for your life in, because scout is so adorable for anything so i hope or i will everyone know scout
Students 23
Gabisa bahasa inggris bu
Students 24
Yes
Students 25

I Don't Know
Students 26
I believe that using smartwatch in school is usefull for me, first using smartwatch
Students 27
structure: thesis, argument, reiteration, purpose : the make people agree, definition : kind of take talke about someneos opinion
Students 28
Yes
Students 29
Crucial
Students 30
I Don't Know, ms.
Students 31
Arguments
Students 32
“Banning Cars in the City” Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Thirdly, cars are very noisy. In conclusion, cars should be banned from the city for the reason.
Students 33
i believe that using phone at school is useful for student. first using phone at school jelas student to discover new information easily. so phone should be allowed at shcool