ENGLISH TEACHING STRATEGIES FOR WRITING ANALYTICAL EXPOSITION TEXT: A CASE STUDY OF THE SECOND-GRADE SENIOR HIGH SCHOOL ENGLISH TEACHERS

By:

Fabiyan Junino Elindika[1], Nunung Fajaryani[2], Muhammad Fauzan[3]

Universitas Jambi, Jambi, Indonesia[1,2,3]

fabiyanjunino@gmail.com[1], nunung.fajaryani@unja.ac.id[2], muhammad.fauzan@unja.ac.id[3]

Abstract: This qualitative study explores teachers' strategies in teaching analytical exposition text and how to implement these strategies. Data were collected from two second-grade English teachers at SMA Negeri 15 Muaro Jambi through interviews and observations. Data analysis from this study used the theory of Miles and Huberman (1994), which consists of three stages: data reduction, data display, and conclusion drawing. This study found that teachers used three methods to teach analytical exposition text: game usage before learning, the Problem-Based Learning (PBL) Method, and the Jigsaw Method. Both methods were applied in a collaborative approach by forming several groups of students. In the Problem-Based Learning (PBL) method, the teacher gave an issue to a group of students, who later understood the problem and came up with several opinions related to the problem. Finally, they would develop their opinions in the text. The jigsaw method focused more on understanding the material related to the concept of analytical exposition text, where the teacher created cooperative learning to form a complete understanding of the material being studied.

Keywords: analytical exposition text, teaching strategies, writing

INTRODUCTION

Writing skills are fundamental for academic, professional, and personal success. In academic settings, strong writing abilities are necessary to produce essays, research papers, and other scholarly works reflecting students' understanding and critical thinking (MacArthur et al., 2016). Professionally, writing is vital for drafting reports, proposals, and emails, all essential for career

development and effective workplace communication (Graham, 2019). Therefore, writing is a key competency that supports achievement and development across various areas of life.

Effective writing requires more than grammatical accuracy and structural knowledge; it also demands strong critical thinking skills. Writers must be able to analyze, interpret, and express complex ideas clearly and persuasively. An example of this is in analytical exposition texts, which present and defend a writer's viewpoints on various phenomena (Knapp & Watkins, 2005; Emilia, 2011). In crafting such texts, writers must construct logical arguments supported by evidence and sound reasoning. Thus, thinking critically and organizing ideas coherently is

essential for producing effective analytical exposition writing.

Mastery of writing skills is crucial for students as it allows them to communicate their thoughts, ideas, and experiences effectively in written form. Through writing, students can share information and engage with others meaningfully (Sartika & Arriyani, 2020). However, despite its importance, writing remains one of the most challenging language skills to develop (Sartika et al., 2022). Many students struggle to organize their ideas, apply correct mechanics, and produce coherent texts (Sartika et al., 2024). Writing requires careful selection of words, appropriate sentence structures, and accurate punctuation to ensure clarity and reader comprehension (Khairunnisaak et al., 2023). Therefore, it is essential to provide

students with adequate support and instruction to help them develop strong writing competencies

Analytical exposition text is an important type of writing studied by second-grade students in senior high school. Analytical exposition texts are non-fiction writings that present a specific viewpoint or argument supported by evidence and logical reasoning (Dharma & Meo, 2024). The significance of analytical exposition texts lies in their ability to convey information systematically and logically, helping readers build knowledge, develop critical thinking skills, and make informed decisions. Effective exposition writing is marked by clarity, coherence, and organization, which allow readers to understand the subject matter without confusion. To achieve these qualities, writers use strategies such as

defining terms, providing examples, comparing and contrasting, and applying cause-and-effect reasoning. Despite its importance, many vocational high school students face challenges writing analytical exposition texts. This study identified six major issues affecting students' writing: limited vocabulary, difficulties with organization, concerns about mechanics, problems with language use, weaknesses in content development, and other factors such as low self-esteem, lack of motivation, and inadequate reading habits (Sartika et al., 2023). These obstacles hinder students' ability to produce coherent and persuasive analytical exposition texts.

Considering these findings, educators must implement effective strategies and procedures to address

these challenges. Teachers can help students enhance their writing skills and successfully develop analytical exposition texts by providing targeted support and instruction.

Looking at the purpose and importance of analytical exposition text, it becomes quite challenging for students to understand and master the skills in writing it. The difficulty in learning exposition text stems from its multifaceted nature. Unlike narrative or descriptive writing, which may rely more on creativity and personal expression, analytical exposition text demands a meticulous approach to presenting information, explaining concepts, and providing evidence to support arguments. This requires writers to navigate a labyrinth of rhetorical strategies, logical reasoning, and linguistic precision, all while maintaining clarity and coherence. Nurlatifah and Yusuf (2022, p.801) mention, "Students confronted three primary issues while writing their analytical exposition: cognitive, linguistic, and psychological issues." Most students struggled to express their ideas because of a lack of vocabulary in English, had problems with the text's structure, capitalization, punctuation, and spelling, and had little understanding of the subject. Grammar and vocabulary are the two most challenging language skills students usually face. Psychologically, students often struggled to begin writing and were often disinterested, lazy, and confused about how to construct sentences. To sum up, high school students face several challenges when writing in English.

From informal observations conducted by researchers on September 12, 2024, by interviewing English teachers at SMA Negeri 15 Muaro Jambi who were participants in this study, several cases were found that made learning to write analytical exposition text quite complex, including the lack of students' overall English skills due to the ineffectiveness of English learning when they were in junior high school, this deficiency also includes their mastery of vocabulary and grammar. In addition, the lack of critical thinking skills is one of the problems in learning to write analytical exposition text, making it difficult for students to express their thoughts and arguments in their writing. The last problem in learning to write analytical exposition text is the lack of student literacy regarding information on a phenomenon, which makes it difficult for them to develop their ideas or arguments in the text they write.

The problems in learning analytical exposition text require teachers to have strategies in place when teaching exposition text to help students navigate the complexities of the genre, develop critical thinking skills, adapt to different audiences and contexts, acquire domain-specific knowledge, receive feedback, and prepare for academic and professional success. Teachers can empower students to become confident and proficient expository writers by employing effective teaching strategies.

This study focused on analytical exposition text, which was the fundamental difference between this study and the previous studies

described above. This study also used a case study approach based on a phenomenon or case that occurs in the learning process, especially in learning to write analytical exposition text. In addition to simply finding out what strategies are used by English teachers in teaching writing analytical exposition text, this study also aims to find out how the strategies are implemented through the observation process carried out directly at the research location.

Based on the description above, the researchers were interested in exploring what strategies were designed and implemented by English teachers in teaching analytical exposition texts in the second grade of senior high school.

METHODOLOGY

A qualitative case study approach was selected to explore teacher strategies in depth. Tracy (2013, p.3) states, "Qualitative research provides a way for a researcher to gain more in-depth knowledge in the area they study." There are multiple advantages to personal and cultural knowledge. Researchers can find their way into a field of study in various ways, from personal interest to wanting to make changes. Researchers need to consider if they are compatible with what they wish to study, if the project is suitable to discover the outcomes they are looking for, and if it is even practical or will provide information. Research questions will drive the study and be developed as the researcher becomes more immersed in the research".

This research was conducted at SMA Negeri 15 Muaro Jambi, a school established in 2018, located in Desa Pondok Meja, Kecamatan Mestong, Kabupaten Muaro Jambi. The selection of research locations in this study was based on the teachers' willingness to participate in this study and permission from the principal at the school.

To obtain data in the form of an in-depth understanding of individual experiences, views, and perspectives regarding the phenomenon under study, researchers used interviews and observation guidelines as data collection instruments because they were suitable for collecting data from the phenomena being studied.

An interview guide contained a list of questions or topics discussed in a qualitative interview. Interview guides provide a framework for researchers to ask relevant and in-depth questions to research participants. "The interview guide may also contain examples of questions that can be used as a guide for researchers." (Merriam & Tisdell, 2016).

Table 1
Indicators of Interview Questions

No	Specification	Kind of Question
1	Teacher strategies in teaching writing analytical exposition text	What strategies do you use?
2	The reason to use that strategy in teaching writing analytical exposition text	Why do you use that kind of strategy?
3	The teacher's way to implement that strategy	How do you implement that strategy?
4	The impact on the students after using that strategy	Are students motivated after you apply that strategy?
5	Teacher's advantages and disadvantages of using those strategies in teaching writing analytical exposition text	What are the advantages and disadvantages of using that strategy, as you feel?

Adapted from Rianti et al. (2022)

Creswell and Creswell (2018, p.12) explain that data analysis is a challenging aspect of research that calls for much effort, original thought, and depth of understanding. Data analysis is the process or effort of processing data to provide additional, better, and more understandable information. As a result, analyzing research data is considered a challenging process. Because doing so requires much effort on the part of the researcher. Hard work is necessary, but it must also be balanced with a significant and comprehensive understanding.

According to Miles and Huberman (1994), there are three components of data analysis, and the researcher must use these components as the procedures for analyzing the data. The following are the components: First, data reduction. The process of choosing, concentrating, summarizing, simplifying, and transforming the data that appears in written-up field notes or transcriptions is known as data reduction. The data must be changed to make the information comprehensible regarding the addressed problems. Second, data display. Data display is information collected in a coordinated manner that is complex and easy to understand. The information obtained makes it easier for researchers to understand what is happening now. Information is presented using notes from observations and recordings from interviews. Three, conclusion drawing. Researchers make a brief conclusion because it is the final stage of data analysis. To conclude, the researchers see that the data must

be verified. In the conclusion stage,

the researchers started looking at and

analyzing all the data, then

describing the story by connecting

the story, allowing the researchers to

obtain the findings and conclusions

from the study.

RESULTS AND DISCUSSION

The results of this study are summarized in the following table.

Table 2
Research Results

Specification	Research Findings
Teacher strategies in teaching writing analytical exposition text	Using a **collaborative approach,** which includes several methods, including: 1. Game usage before learning 2. Problem-Based Learning Method 3. Jigsaw Method
The reason to use that strategy in teaching writing analytical exposition text	1. Lack of students' literacy skills 2. Lack of courage among students in expressing their opinions

The teacher's way of implementing that strategy	1. Game usage before learning
	  - Providing various types of games before starting learning
	2. Problem-Based Learning Method
	  - Dividing students into several groups
	  - Providing an issue or problem
	  - Group discussion on the given issues.
	  - Determining argument points
	  - Developing argument points into paragraphs
	  - Monitoring and guiding student work
	  - Group presentation
	  - Evaluation of work results
	3. Jigsaw Method
	  - Dividing students into several groups
	  - Providing different sub-materials in each group
	  - Understanding the sub-material

	provided
	- Spreading students into different groups
	- Each student with a different understanding explains to each other the sub-material that they understand.
	- Students return to their original groups
	- Combining the knowledge that they gain into a complete understanding
	- Presenting the results of the discussion
	- Teachers give feedback
The impact on the students after using that strategy	1. Most students are motivated to follow learning with this strategy
	2. Students are more active in participating in the learning process
The advantages and disadvantages of using those strategies in teaching writing analytical exposition text	Advantages
	1. All students are active in their learning
	2. Developing several student skills, such as literacy skills, discussion skills, and presentation skills.

Based on the results of interviews with both participants, it was found that they both used a collaborative approach as their primary strategy in teaching analytical exposition writing. This approach emphasizes student cooperation, where students are divided into small groups to discuss the material or assignments. As noted in a study by Ngoc and Tuai (2015), using a collaborative approach is a common strategy among teachers when teaching exposition texts. Both participants also mentioned that they combined the collaborative approach with several other methods that complement it effectively.

The first method used by the teachers before starting the lesson was to use games. Games play an important role before entering the core learning material. The teachers used various types of games—vocabulary and word games—in groups. Sari (2021) states that games

used at the beginning of lessons can motivate students to participate in learning. This method aims to refresh students' minds and increase their engagement in class.

The primary method employed by both participants was the Problem-Based Learning (PBL) method. This strategy was used by teachers SN and DF when teaching analytical exposition writing. According to Hanifa and Yusra (2018), the PBL method is suitable for teaching analytical exposition texts. This method encourages students to develop critical thinking skills by analyzing real-life problems or phenomena. After analyzing these issues, students brainstorm to generate ideas or opinions, which were then developed into a final product, such as a written text, report, or presentation.

Teacher DF also implemented the Jigsaw method when teaching the concept of analytical exposition text, including its definition, social function, generic structure, and language features. This aligns with the findings of Imran (2021), who emphasized that the jigsaw method helps students absorb material more effectively due to their active participation in group discussions, where they teach one another based on the subtopics they have mastered.

Both teachers implemented their methods before the students began writing activities. Teacher SN prepared materials explaining the concept of analytical exposition text, either through PowerPoint slides or learning modules distributed to each student group. Students were then asked to discuss and understand the material within their groups,

supported by explanations from the teacher.

Meanwhile, teacher DF preferred to use Lembar Kerja Peserta Didik (Student Worksheets or LKPD) for writing practice. These worksheets contained news texts or descriptions of current issues for students to discuss and express their opinions on. The students then developed these ideas into a written text.

Once students understood the concept of analytical exposition text, following the PBL approach, the teachers introduced relevant issues or phenomena for students to analyze. Students were expected to form arguments from this analysis, which would later be developed into complete texts. Teacher SN also encouraged students to ask questions whenever they encountered difficulties.

As for applying the Jigsaw method, Teacher DF divided students into several groups; each was assigned a different subtopic, such as the definition, social function, or structure of analytical exposition texts. After each group had studied their specific topic, members were redistributed into new groups, ensuring that each new group had representatives who had learned different subtopics. These students then shared their knowledge, allowing every group member to understand the topic thoroughly.

CONCLUSION

Based on the data collection, it was found that teachers used several methods in teaching analytical exposition text, including the Game, which was used by one of the participants before entering the learning process, the Problem-Based

Learning method, and the Jigsaw method. Then, from all these methods, the teacher used them with a collaborative approach. Teachers applied games before core lessons, using collaborative activities to motivate students. Problem-Based Learning was applied by giving an issue that would be discussed in groups and developed into a text by developing arguments that students discussed. The jigsaw method provided active activities for students to carry out cooperative Learning by exchanging understanding with students in other groups on the sub-materials they had mastered, which would later form a complete knowledge of the material they are studying.

REFERENCES

Ahmed, A. A. M. (2022). Academic writing: Types, elements, and strategies. *International Journal of Language, Humanities, and Education*, 5(2), 60–70.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

Dharma, Y. P., & Meo, F. I. (2024). Analytical exposition text sheet for college students in reading comprehension. *Journal of English Educational Study (JEES)*, 7(1), 76-81. 10.31932/jees.v7i1.3193

Dwinuryati, Y., Andayani, & Winarni, R. (2017). Studi kasus pembelajaran menulis teks eksposisi berdasarkan kurikulum 2013 di Sekolah Menengah Atas. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 203-215.

Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.

Gareau, S., & Guo, R. (2009). " All work and no play" reconsidered: The use of games to promote motivation and engagement in instruction. *International Journal for the Scholarship of Teaching and Learning*, 3(1), 1-12. https://doi.org/10.20429/ijsotl.2009.030112

Graham, S. (2019). Changing how writing is taught. *Review of*

Research in Education, *43*(1), 277-303.

Hidayati, R.M., & Wagiran. (2020). Implementation of problem-based learning to improve problem-solving skills in vocational high school. *Junal Pendidikan Vokasi,* 10(2), 177-187.

Hoirunnisa, N., Suherdi, D. (2017). The effectiveness of jigsaw in improving students' reading comprehension. *Journal of English and Education,* 5(1), 1-12.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.

Kurniati, E. (2017). The correlation of students' listening habits in English conversation with vocabulary mastery of the second semester students' English Education at Teacher Training and Education Faculty at Batanghari University, academic year 2015/2016. *Jurnal Ilmiah Universitas Batanghari Jambi*, *17*(1), 227–237.

MacArthur, C. A., Graham, S., & Fitzgerald, J. (2016). *Handbook of writing research* (2nd ed.). The Guilford Press

Masruroh, L., & Miladiyah, N. (2023). English teacher's strategy in teaching writing. *Lingual: Journal of Language & Culture*, *16*(2), 39–46.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons, Inc.

Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE Publications, Inc

Nurbianta., & Dahlia, H. (2018). The effectiveness of jigsaw method in improving students' reading comprehension. *Jurnal Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah,* 9(1), 70-86.

Nurlatifah, L., & Yusuf, F. N. (2022). Students' problems in writing analytical exposition text in EFL classroom context. *English Review: Journal of English Education*, 10(3), 801–810.

Polit, D. F., & Beck, C. T. (2018). *Essentials of nursing research: Appraising evidence for nursing practice.* (9th ed). Wolters Kluwer

Reski, Nurhaspiah, Uswatunnisa, & Adawiah, R. (2021). An analysis of students' ability in writing analytical exposition text. *Journal of Linguistics and English Teaching Studies*, *3*(1), 23–30.

Rianti, W., Hardi, V. A., Afriyeni, Y., & Rasyidah, U. (2022). Analysis of teaching writing strategies. *AL-ISHLAH: Jurnal Pendidikan*, *14*(3), 3705–3712. https://doi.org/10.35445/alishlah.v14i3.1866

Sartika, D., & Arriyani, N. (2020). Enhancing students' writing skills to write descriptive text using peer review and free writing techniques. *English Community Journal*, *4*(2), 90-97. https://doi.org/10.32502/ecj.v4i2.3039

Sartika, D., Fitriati, S. W., Suwandi, S., & Pratama, H. (2023, September). Students' issues with writing analytical exposition text in vocational school. In *International Conference on Science, Education, and Technology* (Vol. 9, pp. 185-190).

Sartika, D., Fitriati, S. W., Suwandi, & Pratama, H. (2024). Investigating the effects of four-square writing technique on EFL students' writing performance in Indonesia. *The New Educational Review*, *76*, 149-

161.161.10.15804/tner.2024.76.2.11

Sharma, C., & Puri, S. R. (2020). The importance of four basic skills in learning English. *The Genesis*, *7*(4), 33–36.

Sinaga, E., Damayanti Br Hutabarat, N., Maulina Panjaitan, T., &Saragih, E. (2022). An analysis of writing teaching strategies by English teacher in junior high school. *Ulil Albab: Jurnal Ilmiah Multidisiplin*, *1*(3), 232–238.

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, and communicating impact* (1st ed.). Wiley-Blackwell.

Trullas, J.C., Blay, C., Sarri, E., & Pujol, R. (2022). Effectiveness of problem-based learning methodology in undergraduate medical education: A scoping review. *BMC Medical Education,* 22(104), 1-12.