Effects of Contextual Teaching and Learning (CTL) Approach on Analytical Exposition Writing Skills of Senior High School Students in Indonesia

Miss Adzkiya Noor Ifadha Rahman

จุฬาลงกรณ์มหาวิทยาลัย
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ผลการใช้แนวคิดการเรียนการสอนแบบอิงบริบทที่มีต่อทักษะการ เขียนเชิงอธิบายของนักเรียน
มัธยมศึกษาตอนปลายในประเทศอินโดนีเซีย

น.ส.อัซกิยา นูร์ อิฟาดะ รามัน

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Thesis Advisor	Assistant Professor Maneerat Ekkayokkaya, Ph.D.

Accepted by the FACULTY OF EDUCATION, Chulalongkorn University in Partial Fulfillment of the Requirement for the Master of Education

           .... Dean of the FACULTY OF EDUCATION
           (Associate Professor SIRIDEJ SUJIVA, Ph.D.)

THESIS COMMITTEE

           .... Chairman
           (Assistant Professor PORNPIMOL SUKAVATEE, Ph.D.)
           .... Thesis Advisor
           (Assistant Professor Maneerat Ekkayokkaya, Ph.D.)
           .... External Examiner
           (Associate Professor SUMALEE CHINOKUL, Ph.D.)

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อัซกิยา นูร์ อิฟฟะดะ รามัน : ผลการใช้แนวคิดการเรียนการสอนแบบอิงบริบทที่มีต่อทักษะการ เขียนเชิงอธิบายของนักเรียนมัธยมศึกษาตอนปลายในประเทศอินโดนีเซีย. (Effects of Contextual Teaching and Learning (CTL) Approach on Analytical Exposition Writing Skills of Senior High School Students in Indonesia) อ.ที่ปรึกษาหลัก : ผศ. ดร.มณีรัตน์ เอกโยคยะ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1)สำรวจผลของทักษะการเขียนบรรยายเชิงวิเคราะห์ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 หลังจากเรียนด้วยวิธีการเรียนการสอนตามบริบท (CTL) 2) เพื่อระบุความคิดเห็นของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่มีต่อการเรียนการสอนตามบริบท (CTL) เพื่อพัฒนาทักษะการเขียนคำอธิบายเชิงวิเคราะห์ และ 3) เพื่อตรวจสอบวิธีที่แนวทาง CTL ช่วยพัฒนาทักษะการเขียนคำอธิบายเชิงวิเคราะห์ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 35 คนใน ภาคเรียนที่ 2 จากโรงเรียนของรัฐใน เจียวี เมืองโบกอร์ จังหวัดชวาตะวันตกประเทศอินโดนีเซีย เป็นการศึกษาโดยใช้การออกแบบการวิจัยแบบผสมผสาน เครื่องมือเชิงปริมาณประกอบด้วยแบบทดสอบก่อนและหลังเรียนเชิงวิเคราะห์กลุ่มเดียว และแบบสอบถาม 3 ชุดส่วนเครื่องมือเชิงคุณภาพประกอบด้วยแบบสัมภาษณ์แบบกึ่งโครงสร้างและแบบสะท้อนกลับ ตัวอย่างแบบทดสอบ t-test แบบจับคู่ใช้เพื่อเปรียบเทียบทักษะการเขียนบรรยายเชิงวิเคราะห์ของนักเรียนก่อนและหลังการรักษาวิเคราะห์ข้อมูลจากแบบสอบถาม โดยใช้สถิติเชิงพรรณนา ส่วนแบบสัมภาษณ์กึ่งโครงสร้าง และหน้าสะท้อนวิเคราะห์ด้วยการวิเคราะห์หัวข้อ และเนื้อหา

ข้อค้นพบจากแบบทดสอบการเขียนคำอธิบายเชิงวิเคราะห์ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5 แสดงให้เห็นว่ามีการปรับปรุงทักษะการเขียนคำอธิบายเชิงวิเคราะห์ของนักเรียนหลังจากใช้แนวทาง CTL ในการสอนการจัดนิทรรศการเชิงวิเคราะห์ตามกระบวนการอย่างมีนัยสำคัญที่ระดับ .05 ผู้เรียนยังมีความคิดเห็นเชิงบวกต่อแนวทาง CTL เนื่องจากช่วยให้เขียนข้อความอธิบายเชิงวิเคราะห์ในหัวข้อที่เกี่ยวข้องกับประสบการณ์ชีวิตจริงได้จึงทำให้มีความเข้าใจในหัวข้อดังกล่าวเป็นอย่างดีและมีความรู้ในเนื้อหาที่ดี เขียนตามโครงสร้างของคำอธิบายที่ถูกต้องประการสุดท้าย มีสี่วิธีที่แนวทาง CTL ช่วยพัฒนาทักษะการเขียนเชิงวิเคราะห์ของนักเรียน: การทำงานที่มีความหมาย การรวบรวมข้อมูลอย่างอิสระ การทำงานเป็นกลุ่ม และการถามคำถาม

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Adzkiya Noor Ifadha Rahman : Effects of Contextual Teaching and Learning (CTL) Approach on Analytical Exposition Writing Skills of Senior High School Students in Indonesia. Advisor: Asst. Prof. Maneerat Ekkayokkaya, Ph.D.

The objectives of this study were 1) to explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning (CTL) approach, 2) to identify eleventh grade students' opinions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and 3) to investigate the way in which CTL approach help improve eleventh grade students' analytical exposition writing skill. The sample of the study were 35 eleventh grade students in the second semester from a public school in Ciawi, Bogor, West Java, Indonesia. The study was employed by using mixed method research design. The quantitative instruments consist of one-group analytical exposition writing pretest and posttest and three questionnaires. Meanwhile, the qualitative instruments consist of semi-structured interview, and reflection pages. Paired sample t-test was used to compare students' analytical exposition writing skill before and after the treatment. The data from questionnaires were analyzed by using descriptive statistics, while the semi-structured interview and reflection page were analyzed with thematic and content analysis.

The findings from eleventh grade students' English analytical exposition writing test showed that there was a significant improvement of students' analytical exposition writing skill after implementing the CTL approach on process-based analytical exposition instruction at the significant level of .05. Students also revealed to have a positive perception toward the CTL approach as it could provide them to write analytical exposition text with the topic that was relevant to their real-life experience, thus making them to have strong understanding of the topic and good content knowledge to write according to correct structure of analytical exposition. Lastly, there are four ways that the CTL approach help improve students' analytical exposition writing skill: making meaningful task, gathering information independently, working with group, and asking some questions.

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Field of Study:	Teaching English as a Foreign Language	Student's Signature ....
Academic Year:	2022	Advisor's Signature ....

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Introduction

1.1 Background of study

In today's world, the English language holds a unique position. It is learned as a first language, a language that learned in school and is necessary for academic and professional success, as well as serving as an international language known as the world's lingua franca (Richards, 2015). According to Saragih (2012), the usage of English in Indonesia has been more widespread over time, especially in the previous several years. English has an essential role in academic life; as a result, students, employers, researchers, and people in other professions must be able to communicate in English.

English is taught as the first foreign language in Indonesia, and as a compulsory subject in the level of junior and senior high school. Students in these levels must learn four skills of English, and writing is one of the productive skills that EFL students in Indonesia should master for written communication and academic writing purposes, such as writing letters, essays, papers, articles, journals, project reports, and even theses (Toba & Noor, 2019). The importance of writing is also emphasized in the current curriculum; the 2013 curriculum for English subject in senior high school by the Indonesian Ministry of Education and Culture. According to Budairi (2017), the current curriculum implemented a Genre-Based Approach, in which transactional conversations (to get things done), interpersonal conversations (to establish and maintain social relationships), short functional texts (announcements, greetings, etc.), monologues, and essays of various genres were developed. The

Genre-Based Approach thus requires senior high school students to learn various types of English texts in the classroom.

One of the genres of a text learned by senior high school students are analytical exposition. Hyland (2003) stated that exposition text is one of the samples written text-types which has the main feature to state an argument for or against of a particular topic or subject. Nurjanah (2018) argued that it is essential for students to learn analytical exposition texts. This text is not only challenging, but also crucial for senior high school students to master. This is because everyone has the freedom to express their opinions and arguments in the modern era. Students can learn how to write an argument about a topic or an issue by studying analytical and expository texts. They can express their opinions and arguments in writing. These arguments can be used to persuade readers to support a particular point of view on a topic or issue.

1.2 Statement of Problems

According to the most recent report of the 2019 National Exam, the average score result of the English test of senior high school level in Indonesia was 53.25%, which was lower than the other subjects tested. The National Exam assessed English subject in three components: the social function of a text (53.64 percent average score), text structure (51.04 percent average score), and language features (54.48 percent average score). The percentage shows that the lowest average score was on text structure, and the tested indicator showed that students had the lowest score in identifying problems in exposition text in appropriate context, writing supporting arguments that must be included in the exposition text, and restating the problems in

the conclusion from the exposition text (Center of Education Assessment Ministry of Education and Culture, Research, and Technology, 2019). The problems were aligned with a study conducted by Elfa (2020) who found out that sixty percent of eleventh grade students in one of public schools in Riau were still unaware of the analytical exposition text's generic structure, which consists of a thesis statement, an argument, and a reiteration or conclusion. Furthermore, students frequently struggled to put words into sentences due to a lack of knowledge in the content, language elements, vocabulary, and mechanics. Similarly, Faradila (2020) noted that students still need to enhance their understanding of the topic to write in the exposition text, which led them to have struggle in producing suitable sentences when writing an analytical exposition text.

The problems with senior high school students' analytical exposition writing skills in Indonesia are not merely coming from the students themselves, but also from the writing instruction used by the teachers in the classroom. Widiati and Cahyono (2016) mentioned that writing activities in the classroom are often cut back or assigned to the completion of the teaching unit or to homework. This occurs because the amount of time allotted for writing instruction was insufficient, and it received insufficient attention in secondary school. Furthermore, according to Ariyanti (2016), current writing teaching in Indonesia focuses on how to offer students with an explanation of paragraph organization and its definition. In a classroom when the teacher speaks too much or is more active than the students, the teacher becomes the focus of the students' attention.

Based on the Ministry of Education and Culture Regulation No.32 in 2013 about National Education Standard, it is stated that besides Genre-Based Approach, there are three other approaches used in the teaching and learning process for English subject (Kemendikbud, 2014). The first approach used is discovery learning. Bruner (2009) stated that discovery learning is part of inquiry-based learning theory that takes place in problem solving situations where the student draws his or her own experience and existing knowledge to discover facts and relationships in the learning process. In this context, a questioning strategy is used stimulate students in a particular situation, asking questions that expose students to internal conditions that encourage exploration. As a result, a teacher must grasp the strategies of providing stimulus to students in order to fulfil the goal of allowing students to explore. The use of discovery learning to writing instruction in Indonesia was highlighted by Sofeny (2017), who argued that extroverted students received higher benefit from writing instruction delivered through discovery learning. According to the results of their posttest, this technique of teaching writing appeared to be less effective when used with introverted students. On a different issue, Sobari and Husnussalam (2019), found that while using discovery learning enhances tenth grade students' writing competency, some students still struggle to produce exposition text due to a lack of knowledge in language structure during the learning process.

The second approach is project-based learning. In this approach, the learning step begins with preparing questions or assignments for learning projects that can assign students to carry out an activity, and taking topics that are in line with real-world situations and starting with an in-depth investigation. Teachers are expected to investigate the topics that are important to their students based on the expected level

of competence (Kemendikbud, 2014). According to a study conducted by Chikita et al. (2013), although project-based learning is believed to improve the writing skills of eleventh-grade students, there is still a lack of cooperation between the teacher and students in following the steps of the project-based learning approach seriously. Since the nature of this approach require students to form in group participation, they also proposed that cooperation of students in the group must be strengthened. In addition, participants in Affandi and Sukyadi (2016) reported encountering challenges when conducting small-group discussions due to their peers' reluctance to participate in group discussions and their tendency to passively observe the discussion.

The last approach is Problem-Based Learning (PBL). The approach used to highlight the learning process which begins with an explanation of the learning objectives and activities to be completed. This step is crucial in the implementation of PBL because it requires the teacher to describe in detail what students and teachers must do as well as how the teacher will assess the learning process (Kemendikbud, 2014). In terms of writing instruction, Hairuddin (2018) did a study with eleventh-grade students to see if using the PBL approach enhances students' analytical exposition writing skills and to explore their attitudes toward using this approach in the classroom. The findings showed that using the PBL technique improved the students' analytical exposition writing skills. The researcher, however, was constrained by a lack of time, as the treatment was only administered for four meetings. When adapting this method, the teacher should provide students more time to look for information before forming them in groups to discuss and write analytical exposition texts.

Even though the four approaches have been emphasized and encouraged to be used in the classroom, the practice of applying these approaches to writing instruction still found to be dissatisfying. The teaching of writing was still more likely on memorizing without applying to practical communication and putting them in context (Ariyanti, 2016; Nurlatifah & Yusuf, 2022). In addition, Kusuma et al. (2010) argued that an appropriate teaching method is essential for developing students' writing abilities. They underline that the instructional methods that are relevant to students' real-life contexts, experiences, and interests might encourage them to express themselves when writing an essay. In the same line, Ariyanti (2016) claimed that for students to enhance their writing skills, teachers should apply multiple models of teaching writing methods. In this situation, the teacher must take initiative in developing writing resources and determining how to present them to the students.

One of the alternative approaches which can be used to improve senior high school students' analytical exposition writing skills are Contextual Teaching and Learning (CTL) approach. Johnson (2002) stated that contextual teaching and learning is a concept that engages students in significant activities that help them connect their academic studies to their real-world context. Therefore, by making these connections, students find significance in their schoolwork.

Recently, there has been increasing interest in educational research community in how learning in schools is better to be contextualized or located in meaningful settings so that the resulting knowledge is truly more accessible and valuable to students when they leave school. Considering this issue, the learning seven elements of contextual teaching and learning (CTL) approach unites the concept practice

(Lynch & Harnish, 1998). The seven learning elements of CTL approach enable language learners to learn about language concepts in context as they apply to subject matter, which ties to real-world situations and stimulates students to discover connections between knowledge and its applications. It also involves students in meaningful activities that assist them in connecting their academic learning to their real-life situations (Johnson, 2002, p.11).

Previous studies have found out the benefits of using CTL approach to improve senior high school students' writing skill (Satriani et al., 2012; Nawas, 2018; Windi and Suryaman, 2022; Jayanti and Rozimela, 2022; Jubhari et al., 2022). However, there is still a lack of study on exploring the effectiveness of using CTL approach to teach analytical exposition writing. Badriyah et al. (2022) argue that it is crucial for high school students to learn analytical exposition writing in English class given that this genre facilitates students to study various viewpoints or ideas about a specific topic, which shapes students' critical thinking to explain or present their argument with facts. Moreover, Contextual Teaching and Learning (CTL) approach proves highly beneficial in teaching analytical exposition writing for several reasons. Firstly, Hasani (2016) claimed that Contextual Teaching and Learning (CTL) approach can help students understand subjects in writing expository text, develop creative ideas in the form of writing, and connect academic subjects to real-world contexts. In this way, the context is related to their personal and social experiences, which aid in developing understanding of the content to write in English. Secondly, Alfian (2019) added that the CTL approach promotes a pedagogical strategy that fosters a cohesive learning experience by linking expository writing with other areas of study or disciplines. The integration of writing assignments with diverse fields of study,

including but not limited to current issues, scientific research, and literary works, can facilitate a more profound comprehension of the subject matter and foster a heightened sense of appreciation for the respective disciplines among students.

Therefore, based on the problems described and the emphasis on utilizing the CTL approach to teaching analytical exposition writing, this study posed the following two research questions:

1.3 Research questions

1. To what extent can the contextual teaching and learning (CTL) approach enhance analytical exposition writing skill of eleventh grade students in Indonesia?

2. What are the eleventh-grade students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills?

3. How can CTL approach improve eleventh grade students' analytical exposition writing skill?

1.4 Research objectives

1. To explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning (CTL) approach.

2. To identify eleventh grade students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills.

3. To investigate the way in which CTL approach help improve eleventh grade students' analytical exposition writing skill.

1.5 Scope of the study

1. The population of this study is students at State Senior High School 1 Ciawi, Bogor, West Java, Indonesia.

2. The participants of the study are 35 female and male eleventh grade students at State Senior High School 1 Ciawi, Bogor, in the academic year 2023.

3. The independent variable in this study is contextual teaching and learning (CTL) approach, and the dependent variable is analytical exposition writing skill.

4. The genre of writing used in this study is analytical exposition and the essay type is expository writing, asking students to write a topic based on factual information.

5. The content of writing is about recent Indonesian popular news, social media, environmental issue, and travel destinations in Indonesia.

1.6 Definition of terms

1. **Contextual Teaching and Learning (CTL) approach** refers to the seven learning concepts by Johnson (2002) which consist of constructivism, inquiry, questioning, learning community, modeling, authentic assessment, and reflection, that assist the teacher in relating the English analytical exposition writing lesson to the students' real-world situation and enabling them to find

connections between their prior knowledge and application to their lives based on the students' interest by using four topics under the themes of recent Indonesian popular news, social media, environmental issue, and travel destinations in Indonesia.

2. **Analytical Exposition Writing Skills** in this study are defined as the ability to write a specific type of text genre known as an analytical exposition using the following six stages of analytical exposition writing: research to gather data, pre-writing, drafting, revising and editing, publishing, and reflection. Moreover, students are required to write an exposition text in a complete paragraph structure (thesis statement, arguments, and conclusion) which discusses four different topics: 1) Are eco bags useful for the environment? 2) Should students have social media screen time? 3) The best travel destination in Indonesia, and 4) Should *TikTok* be banned in Indonesia?

Thus, analytical exposition writing skills are the ability of eleventh grade students to use the six elements of analytical exposition writing to write a thesis statement, arguments, and conclusion to write four topics mentioned above.

3. **Student Perceptions** refers to students' opinions toward learning with the CTL approach. In this study, 35 students were asked to complete a questionnaire and nine students were selected as the representative in semi-structured interview and grouped based on their posttest performance (high, average, and low score) to get an in-depth information about the advantages and challenges of learning with the CTL approach in analytical exposition writing classroom.

4. **Senior High School Students** in this context of study refers to eleventh-grade students who are studying in State Senior High School 1 Ciawi, Bogor, in the second semester of academic year 2023.

1.7 Significance of the study

The pedagogical significance from the result of this study can assist teachers and school administrators in designing and implementing senior high school writing instruction. In addition, teachers in Indonesia can use the approach used in this study as an alternative to deliver lesson and writing activities in order to improve students' analytical exposition writing skills in Indonesia.

As for the theoretical significance, through the concept of utilizing CTL approach, learning in school is not only centred on the teaching of theoretical knowledge and skills, but also on how to ensure that students' learning experiences are always relevant to the actual problems that arise in their environment. Thus, the application of CTL approach can facilitate the connection of each learning material or topic, particularly in writing skills, to students' real-world experiences.

In terms of the significance of the research, this study aims to use seven elements of the CTL approach, mainly constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment, to the writing instruction for analytical exposition text. Researchers who are interested in this study can adapt and apply the result of this study not only in writing skill but also in other English skills as well in the future.

Chapter 2
Literature Review

This chapter aims to highlight the literature review which is presented on the following issue as follows:

2.1 Writing Skills

    2.1.1   Definition of Writing Skill

    2.1.2   Components in Writing Skill

    2.1.3   Approaches in Teaching Writing

    2.1.4   Writing Instruction in Indonesia

    2.1.5   Writing Assessment

2.2 Analytical Exposition Writing

    2.2.1   Definition of Analytical Exposition Writing

    2.2.2   Generic Structure of Analytical Exposition Writing

    2.2.3   Process-based Analytical Exposition Writing Instruction

    2.2.4   Process-based Analytical Exposition Writing Assessment

    2.2.5   Some Related Studies on Analytical Exposition Writing Instruction in Senior High School Context in Indonesia

2.3 Contextual Teaching and Learning (CTL) Approach

    2.3.1   Definition of Contextual Teaching and Learning (CTL) Approach

    2.3.2   Seven Elements of Contextual Teaching and Learning (CTL) Approach

    2.3.3   Some Related Studies on the Use of Contextual Teaching and Learning (CTL) Approach for Teaching Writing Skill

    2.3.4 Some Related Studies on the Use of Contextual Teaching and Learning (CTL) Approach for Analytical Exposition Writing Skill

2.1 Writing Skills

2.1.1 Definition of Writing Skill

According to Nunan (2003), writing is defined as the activity of generating ideas, considering how to express them, and organizing them into distinct sentences and paragraphs. In line to the definition above, Brown (2000) backed this idea by adding that written products are frequently the outcome of procedures requiring specific skills that not every speaker learns naturally. The compositional nature of writing focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to integrate them into a written text, how to revise text for clearer meaning, how to edit text for correct grammar, and how to produce a final product.

Based on the preceding definition, it can be stated that writing is an activity that involves certain skills to produce a series of text in order to represent ideas, events, feelings, or thoughts.

2.1.2 Components in Writing Skill

Darus and Subramaniam (2009) stated that students need to have a clear grasp of the writing components in order to be able to write in English. They cannot effectively communicate their thoughts or give readers information if they do not know the writing components well. Moreover, there are five components of writing skill according to Jacobs (1981), this includes content, organization, vocabulary, language use, and mechanics.

The first component is content. According to Hyland (2003), content refers to what students are required to write about. This involves a set of themes or topics of

interest that establish a coherence and purpose for the course that set out the sequence of key areas of subject matter that students will address. The content in writing puts an emphasis on how students write thesis statement, related ideas, development of ideas through personal experience, illustration, facts, or opinions, the use of description, cause and effect, comparison and contrast, and consistency on the focus of theme. Furthermore, the second component is organization. Starkey (2004), stated that organization is a part of writing that enables the student to see how many developing ideas fit within a framework and clearly lays out any type of essay they need to produce. The student can better see how the numerous points they make in their essay fit together and support their thesis statement when their essay is organized. Before beginning the first draft, some efficient writing organization techniques include creating an outline, a list, or a pyramid chart.

The third element is vocabulary knowledge. It is regarded as an essential skill for mastering any language; it also contributes to the comprehension of written and spoken texts. Thus, the greater the frequency of vocabulary exposure, the greater the students' confidence to comprehend and interpret the meaning of unknown words from context (Schmitt et al., 2011). In addition to vocabulary, language usage and mechanics become crucial components of writing skills. Jacobs (1981) defined language use as the ability to write grammatically correct sentences. It emphasizes verb, noun, and agreement usage. More specialized nouns and strong verbs provide the reader with a more vivid mental image of the description. This noun can be described through the use of modifiers, adjectives, adverbs, and participle forms. The final component is the mechanics. It appropriately addresses capitalization, paragraphing, punctuation, and spelling. This aspect is crucial for directing the reader

to comprehend or recognize the author's meaning with certainty. The use of effective mechanisms in writing will make it easier for readers to comprehend the ideas expressed in conveying messages or providing information.

In conclusion, writing is not just about writing ideas, but also about how well students compose the components of writing. Students must be able to synthesize thoughts into something meaningful and reasonable for the reader to read (Setyowati, 2016); consequently, it is important to recognize the five elements of writing, which includes content, organization, vocabulary, language structure, and mechanics.

2.1.3   Approaches in Teaching Writing

Hadley (2001) stated that learning to write is more challenging than other skills in English, and thus various approaches have been developed and used to help students overcome the problems and make the learning process easier. Hyland (2003) asserts that there are three general approaches in teaching writing, which are process, product, and genre approach.

A. Process approach

Hyland (2003) points out that the process-based approach to teaching writing emphasizes the role of the teacher in assisting students in completing several stages of writing, which include topic selection, pre-writing, drafting, revising, editing, publishing, and doing follow-up tasks. Additionally, Williams (2013) added that being an accomplished writer entails understanding what each stage entails and treating the stages as important as the final, completed text produced by students.

B. Product approach

According to Hyland (2003), the product approach refers to a writing process that aims to see the finished product. Students frequently imitate a model text when writing their own. To put it another way, students imitate a model composition provided by the teachers. For example, in writing classes, teachers provide examples or model compositions for students to follow, and students create similar compositions based on the models.

C. Genre approach

Hyland (2003) added the genre approach in writing instruction is based on the belief that learning should be based on explicit awareness of language rather than experiment and exploration, so teachers provide students with opportunities to develop their writing skills by analyzing specific types of texts. Furthermore, Tangpermpoon (2008) argues that the genre-based approach emphasizes various types of writing and text types that are intertwined with social needs. It also allows students to learn a variety of sentence structures for various text types and allows them to communicate with the community.

2.1.4   Writing Instruction in Indonesia

Based on the recent 2013 Indonesian curriculum, English is taught as a compulsory subject for high school students (Education, 2014). There are four basic language skills taught, which are writing, speaking, listening, and reading. In this situation, writing becomes one of the most essential language skills to learn and master because the teacher expects students to improve their other language skills

through writing instruction (Basyirudin et al., 2013). Focusing on the current curriculum, the government implemented a Genre-Based Approach in which the types of text (genres) evolved into transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greetings, etc.), monologues, and essays of specific genres in English writing (Budairi, 2017).

In addition to the Genre-Based Approach, the Ministry of Education and Culture in Indonesia suggested three other approaches for writing instruction, so that students' creativity and inquisitiveness continue to be fostered. Discovery learning, project-based learning, and problem-based learning were suggested as the three approaches (Education, 2014).

Numerous researchers have recently conducted research in Indonesia using the suggested methodology to examine the writing conditions and instruction. According to research conducted by Bharati (2019), the implementation of Discovery Learning for tenth-grade students was unsatisfactory because the students continue to struggle with organization, such as arranging, elaborating, and creating a story. Additionally, it is stated that the teacher was unable to stimulate students' critical thinking and creativity through the implementation of the DL approach because she was unable to guide students in drawing conclusions from classroom activities. In addition to writing instruction using the Discovery Learning approach, Anto (2021) investigated senior high school English teachers' perceptions of Discovery Learning (DL) as the recommended teaching approach for English in the Indonesian 2013 curriculum and the way they implemented this approach in the classroom. It was discovered that

teachers viewed the DL as an innovative method for teaching English. It facilitates the transition from a traditional teacher-centered to a student-centered learning environment and encourages students to be active participants. However, they also acknowledged that this strategy is difficult to implement, given that DL requires students to possess several cognitive skills and the ability to use technology, and that their schools still struggle to provide technology-based learning tools for students.

Shanti and Koto (2016), who conducted classroom-action research with 10th graders, reported that although Project-Based Learning has a significant impact on the students' ability to write descriptive text (cycle 1= 70.45, and cycle 2= 80.31), this study was constrained by certain limitations. Since this study was conducted in a classroom, the sample size was relatively small. Consequently, the time and money required for the teaching and learning process may limit the scope of this study. In the same issue but with a different context of participants, Praba et al. (2018) stated that the implementation of Project-Based Learning on ninth-grade students' English writing skill has a significant effect. However, the number of subjects and coverage of instruction were limited in this study, so additional research is required with a larger sample size of subjects and a more sophisticated method of research so that the results can be more accurate. The two studies indicate that implementing a PBL approach to writing instruction has had a significant impact; however, they still need to find more writing instruction that is suitable with the PBL approach and include more participants in the study.

Iswandari et al. (2017) investigate the impact of environmental problem-based learning (PBL) on senior high school students' environment-related vocabulary

mastery and writing ability. This quasi-experimental research demonstrated a significant effect on the acquisition of vocabulary and writing skills related to the environment. In terms of instruction, the researcher employs the learning stages of the PBL adapted by the Ministry of Education and Culture (Education, 2014), which include the teacher aligning students to the problem, organizing students, guiding the investigation of individuals and groups, developing, and presenting student work, and analyzing and evaluating the problem-solving process. The aspects of content and vocabulary have the greatest impact on the implementation of PBL in hortatory writing, and a limitation of this study is that the participants' English ability was still at the pre-intermediate level, when they were still in the stage of learning basic grammar, while this study focused on hortatory texts that combine simple present tense with the expressions of delivering arguments. Thus, even though there were increases in the results of organization and mechanics, there was no significant difference between the two due to the low English proficiency and background knowledge of the participants in relation to the topic of sustainable environmental education. Therefore, the teacher would devote more time to enhancing students' writing skills, particularly in the areas of organization and mechanics.

Based on the most recent research on writing instruction in Indonesia, Indonesian students continue to struggle with several aspects of writing, including understanding the content or topic to write, organization, vocabulary, language structure, and mechanics. In addition, the suggested teaching approach is limited by the teacher's lack of understanding of the approach, a lack of coverage of instruction, the approach being too difficult to use to teach certain topics, the approach requiring students to possess several cognitive skills that they are not accustomed to using in

class, and a lack of support for the use of technology, all of which are significant reasons why these interruptions continue to occur. In conclusion, the teacher should discover a more appropriate approach to writing, understand the concept of said approach and how to implement it in a real classroom setting, anticipate problems associated with students' writing difficulties and offer solutions or feedback. Students will therefore be more motivated to learn and improve their writing accordingly.

2013 English Curriculum in Indonesia

According to the Ministry of Education and Culture Regulation Number 21/2016, the 2013 curriculum follows the definition of competency established in the National Education System, which is the combination of three dimensions: attitudes, knowledge, and skills. This description corresponds to the commonly accepted scientific definition of competence. Changes in the formulation of competences undoubtedly have an impact on changes in all elements of learning. For English subjects, the application of a genre-based approach has resulted in a modification in the notion of competency. Martin (1984) stated that the goal of a genre-based approach is to develop competence in carrying out social functions using texts with adequate and accurate linguistic structures and elements for their communicative goals and context. Language activity is more than just a habit of using words because the quality of the text is determined by the purpose and context of its users. It is a complex ability to always determine and choose communicative steps, linguistic elements, and attitudes that are appropriate and acceptable to the social environment.

In general, English competence in senior high school is the ability to communicate orally and in writing at the functional literacy level in three types of

discourse, particularly interpersonal, transactional, and functional, both orally and in writing, to carry out social functions in the context of personal, social, cultural, academic, and professional life by using various forms of text with a coherent and cohesive structure and appropriate linguistic elements. Moreover, students learn English in order to explore a variety of texts on an extensive range of contextual topics.

Writing Skill of Eleventh-grade Students

The scope of eleventh grade English subject requires students to study various genres of texts, including narrative, descriptive, expository, procedural, argumentative, and discussion. Students independently compose an extensive variety of fictional and factual text categories, demonstrating purpose and audience awareness. They plan, compose, review, and revise a variety of text types with evidence of self-correcting strategies, including punctuation, capitalization, and tenses. They use a wide range of vocabulary and verb tenses and express complex ideas in their writing. They include topic sentences in their paragraphs and employ conjunctions for connecting and contrasting ideas between paragraphs.

2.1.5 Writing Assessment

According to Bachman (2000), assessment is the process of collecting and discussing information from many and diverse sources in order to gain a comprehensive understanding of what students know, comprehend, and can do with their knowledge as a result of their educational experiences. In addition, Hyland (2003) stated that assessment is not limited to the administration of exams and the

distribution of grades. Scores and evaluative feedback make a significant contribution to each student's learning and to the construction of a successful and responsive writing course.

To enhance student learning, teachers at all levels must develop assessment literacy, or a thorough understanding of effective assessment procedures. Teachers must understand how to develop writing assessment instruments that accurately measure the objectives, how to use assessment results to inform teaching and learning, and how to communicate assessment results to all parties involved (Crusan & Matsuda, 2018). Moreover, according to Hyland (2003, p.214), there are five primary purposes for evaluating students. The purposes include placement; aims to provide information that will help allocate students to appropriate classes, diagnostic; to help identify students' writing strengths and weaknesses, achievement; aims to enable students to demonstrate the writing progress they have made in the course, performance; to provide information about students' ability to perform particular writing tasks that are usually associated with known academic or workplace requirements, and proficiency; to assess students' ability to perform writing tasks that are usually associated with known academic or workplace requirements.

Based on the five purposes for evaluating students' writing ability, the purpose of this research is to analyze students' writing performance. Therefore, there are three alternative forms of assessment that can be used to evaluate the writing of students. This includes holistic scoring, scoring, primary traits scoring, and analytical scoring (I.V. Mullis, 1984; Weigle, 2002).

Holistic scoring

Holistic scoring is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample (Hyland, 2003). Readers are asked to make a single, global quality judgment about each paper, reading rapidly for total impression. They purposely do not focus upon aspects of a paper such as organization, mechanics, or ideas (I. V. Mullis, 1984).

Primary trait scoring

Primary-trait scoring represents a sharpening and narrowing of criteria intended for holistic scoring as it involves rating a piece of writing by just one feature relevant to the task (Hyland, 2003). In the primary trait system, the development of a writing task is more than devising an engaging prompt. A purpose for writing is determined (for example: persuasive writing) (Mullis, 1980).

Analytical scoring

According to Hughes (2002), Analytical scoring is a scoring method that requires a separate score for each of a number of task aspects. Furthermore, I. V. Mullis (1984) added that in analytical scoring, the most important single characteristics of writing are identified and each is rated according to quality. In addition, Hyland (2003), also mentioned that analytic methods can assist rater training by encouraging teachers to reflect on specific features of writing quality, for example, the use of explicit and comprehensible descriptors allows teachers to target writing weaknesses precisely and provides a clear framework for feedback and revision.

In this study, analytical scoring will be used to assess students' analytical exposition writing as it is feasible to evaluate the task based on the specific paragraph structure and grammatical aspects (Knapp & Watkins, 2005). (See chapter 3 p.47 for further explanation on assessing analytical exposition writing with analytical scoring).

2.2 Analytical Exposition Writing
2.2.1 Definition of Analytical Exposition Writing

According to Amer and Kripps (2013), analytical exposition text is a text that informs explanation of a specific subject that is supported by facts, data, and evidence. The goals of an analytical exposition text are to analyze the topic and persuade the readers to share the writer's viewpoint; it also aims to provide the readers with information based on facts (Martin & Rose, 2008; Haven, 2004).

2.2.2 Generic Structure of Analytical Exposition Writing

Anderson and Anderson (1997) mentioned that the generic structure of an analytical exposition includes a thesis, arguments, and reiteration. All three of the following components must be arranged sequentially for the reader to comprehend the analytical exposition text.

• Thesis statement: in this section, the author must inform the reader of the principal subject he will discuss. The thesis statement is always located in the first paragraph. The reader can also comprehend why the author expressed an opinion on the topic.

• Arguments: In this section, the author will present arguments in support of the previously presented main topics. Arguments can be found in the second paragraph, and typically there should be more than two. The greater the number of arguments presented, the greater the reader's conviction that the topics discussed are significant or require attention.

• Reiteration/conclusion: in this section, the final paragraph of the text is focused on repetition or conclusion. Reiteration reaffirms the author's position and opinion on the primary subject.

Gerot and Wignell (1994) explained that analytical exposition contains the following language characteristics:

1. Using common nouns; in the analytical exposition, the author uses common nouns, such as cars, pollution, cell phones, smoke, etc.

2. Using the simple present; a form of verb that expresses facts, routines, or events that are occurring now. For instance, she enjoys eating out.

3. Using relational process; relational process is one type of process used to express a verb that describes the conditions of the participant. For instance: study hard, affected, etc.

4. Using internal conjunctions, conjunctions that explain the steps in an argument or text (exposition), or all conjunctions in a rhetorical sentence. For instance: and, or, additionally (additive), equally, similarly (temporal), and concurrently, meanwhile (temporal).

5. Using a causal conjunction; a conjunction that explains the reason and why, such as: although, in order, in case, as a result, in this way, etc.

2.2.3   Process-based Analytical Exposition Writing Instruction

Beside process, product, and genre approach to teach writing, Badger and White (2000) highlights another approach to teach writing called process genre approach. The purpose of process genre approach is to include stages in process writing, by which writers produce a text reflecting the elements and language used in a particular genre under the term "process genre." Over and above that, Hyland, 2003; Johnson, 2022; and Tompkins, 2014 state that exposition writing instruction is similar what the process-based writing instruction has. There are six stages to teach analytical exposition. This includes research to gather data, pre-writing, drafting, revising and editing, publishing, and follow-up task. Each of them will be described in detail below.

Doing research to gather data is the first stage of instruction in which the teacher encourages students look for credible sources, such as sources from the internet, articles, podcasts, interview, or others. The teacher should also emphasize three steps in doing research to gather data in order to write analytical exposition text, this includes filtering an information about the author, content, accuracy, and bias, reading critically, and taking notes.

In the first stage where students do research to gather data, they are required to filter information about the author (is the author an expert?), currency (is the information current or is it old?), and content (is the information related to your topic or questions?). The next step is to read critically to determine what is and is not important, and this begins with stating a specific topic to write and picking relevant sources. Finally, note-taking concludes the last step. This activity can be completed by recording dotted ideas using shortened words and keeping note-taking

straightforward. The teacher can demonstrate and model note-taking in a big group, in pairs, or in a small group.

The second stage is prewriting. According to Tompkins (2014), prewriting is the step in getting the students ready to write. Moreover, Hyland (2003, p.11) indicated that brainstorming, data collection, note-taking, and outlining can occur during the prewriting phase.

The third stage is drafting. Tompkins (2014) suggested that students should create a first draft of their compositions during the drafting stage since they do not begin writing with their works already composed in their minds; rather, they start hesitantly with the ideas they have developed through prewriting activities. Moreover, Hyland (2003) stated that a teacher or student's peers might provide feedback on the concepts, organization, and style during the drafting stage.

The fourth stage is the revising and editing. In the revision stage, students enhance their compositions' ideas. They frequently break the writing cycle after completing a rough draft. Revision involves three activities: reviewing the draft, sharing the rough draft with a group of revisers, and modifying based on comments. After the students have revised their work, they must pay close attention to editing. It is the process by which students give their writing its ultimate form. Students repair misspellings, capitalization, punctuation, and grammar problems throughout this phase (Tompkins, 2014).

The fifth stage is publishing. Weber (2002) in Tompkins (2014) claimed that students bring their works to life by producing final drafts and presenting them orally

with an appropriate audience. In addition, Hyland (2003) recommended that students'
work could be published through class presentation, bulletin boards, or websites.

The final stage in teaching analytical exposition writing is to reinforce follow-
up tasks. Hyland (2003, p.105) claimed that follow-up tasks can assist students in
addressing their weaknesses during the writing process. In the tasks that follow,
students can reflect on what went well and what needs to be improved.

2.2.4   Process-based Analytical Exposition Writing Assessment

According to Williams (2013), writing feedback frames can be used to evaluate
process-based writing. It can provide the scaffolding that students require to
successfully develop their writing. In addition, Hodson and Jones (2001) add that in
assessing process-based writing, six stages can be considered: decision making,
planning (brainstorming, organizing/grouping, using flow diagrams), drafting,
responding, presenting and publishing, and reflecting. Each stage frame serves as a
scaffold to support students' writing by providing feedback on their writing structure
and giving direction on a specific topic.

2.2.5 Some Related Studies on Analytical Exposition Writing Instruction in Senior High School Context in Indonesia

According to Knapp and Watkins (2005, p. 187), exposition text is part of the
genre of argumentation, which is essential for dealing with many aspects of school
knowledge and effective social participation that requires reasoning, evaluation, and
persuasion.

Several researchers have recently conducted research on English analytical
exposition writing in the context of Indonesian senior high schools. Most of the

research conducted focuses on analyzing errors and difficulties in writing analytical exposition texts, techniques used in writing analytical exposition, and factors causing students to have difficulty with writing analytical exposition texts. Garintama (2018) founded that there has been an inconsistency in students' writing in terms of the generic structure of analytical exposition text (reiteration), and inconsistency in using language features (internal conjunction). Moreover, study conducted by Nurjanah (2018) focuses identifying difficulties eleventh-grade students have with writing analytical exposition. The study found that 52.78 percent of students struggled with the use of passive sentences and simple present tense, and 44.50 percent were unable to correctly compose an argument. In addition, Najogi and Adnan (2019) investigated the effect of peer correction on the ability of eleventh-grade students to write analytical exposition texts in senior high school. The results indicate that the peer correction technique can be used as one of the techniques to improve students' writing skills. Lastly, Septiani et al. (2020) highlighted the difficulties eleventh-grade students in SMAN 13 Pekanbaru have with writing analytical exposition texts. It was discovered that second-year students struggled with writing elements such as organization and mechanics. In addition, their research indicates that the difficulty second-year students have writing analytical exposition texts is a result of the instructor's teaching style, writing assessment, and instructional materials. Many students who participated in the interview stated that the instruction was primarily teacher-centered, so they had few opportunities to study in groups and practice English with their classmates. In addition, the writing assessment required students to demonstrate mastery of five writing elements, including content, organization, vocabulary, grammar, and mechanics. Based on the results of the interviews, students

reported that they continue to have trouble writing with the components and that they struggle to be familiar with the topic or issues presented in the material, which hinders their ability to write in the content areas.

The findings of the previously mentioned studies are primarily concerned with students' difficulties in writing analytical exposition texts, except for one study that investigated the use of technique to improve students' analytical exposition writing ability. There are still a limited number of studies examining the effect of instructional approach on the analytical exposition writing ability of senior high school students. Currently, teachers are encouraged to use a variety of approaches and methods for teaching writing to help students improve their writing skills. In this situation, the teacher must be proactive in developing writing instruction, materials, and delivery methods (Ariyanti, 2016).

2.3 Contextual Teaching and Learning (CTL) Approach

2.3.1 Definition of Contextual Teaching and Learning (CTL) Approach

According to Mouraz and Leite (2013), contextualization is defined as strategies that connect the learning of a skill to its application in an engaging context for students. It enables students to appreciate and make sense of what they learn in school. In addition, Baker et al. (2009) elaborated on this notion by stating that an authentic context facilitates the learners' comprehension of the material by highlighting its relevance. Contextualization increases students' confidence, enthusiasm, and interest in long-term goals and education because students find learning relevant.

In accordance with U.S. Department of Education Contextual Teaching and Learning (CTL) is a conception of teaching and learning that helps teachers relate subject matter content to real-world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and to engage in the challenging work that learning requires (Contextual Teaching and Learning, 2000). In addition, Johnson (2002) noted that CTL is an educational process that tries to assist students make connections between the academic subject and their daily lives, i.e., their personal, social, and cultural conditions.

In conclusion, CTL assists students make connections between the knowledge they are studying and the real-world applications of that content. Then, students discover significance in the learning process. As students attempt to achieve learning objectives, they rely on their past experiences and expand their existing knowledge. By learning subjects in an integrated, transdisciplinary, and context-appropriate manner, students can use the learned information and abilities in relevant situations (Berns & Erickson, 2001).

2.3.2 Seven Learning Elements of Contextual Teaching and Learning (CTL) Approach

According to Johnson (2002), Contextual Teaching and Learning entails several components that must be implemented as part of its implementation. The learning elements consist of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Each of the element will be described in detail below.

1. Constructivism

According to Johnson (2002), constructivism is a component of CTL which emphasizes the process of students constructing and organizing new knowledge based on their prior knowledge and experience. Students are expected to construct their own knowledge through active participation in the learning process and application of previously acquired knowledge. Additionally, Richards and Rodgers (2014) mentioned that constructivism is based on a student-centered learning in which they explore multiple meaning interpretations, with the teacher acting as a facilitator and guide. Moreover, Gagnon and Collay (2001) explains that there are six key characteristics of constructivism, which are bridge; introductory or initial activity that prompts students' prior knowledge to connect new understandings, situation; setting up expectations coming from the students (e.g., describing a process of identifying problems, making assumptions, answering questions, trying solutions, drawing conclusions, or setting goals), groupings; deciding how to make groupings of students and the process which will be used to group them (e.g., grouping the students as pairs, teams of three, four, five, or more), questions; prompting questions to engage students into learning progress, exhibit; having students present their work to others to explain their thinking or learning, and reflections; encouraging students to reflect on their learning by telling what went well and what needs to be improved.

2. Inquiry

Johnson (2002) states that the principle of inquiry demonstrates how learning is accomplished by incorporating a process of discovery that requires critical thinking. In this instance, knowledge as a component of learning is derived from the collecting

information, problems, or resources obtained by students in a real-world situation. Along the same line, Sears (2002) added that during the inquiry process, students investigate various ways of explaining topics and gather and share information.

3. Questioning

Johnson (2002) stated that in the CTL approach, students frequently work together or on their own to come up with questions or ideas that results in potential solutions. Moreover, Berns and Erickson (2001) added that questioning techniques enhance student learning and the growth of problem-solving and other higher order thinking skills. To achieve its objectives, CTL must pose questions of the appropriate types and levels. Questions must be carefully designed to elicit the desired level of thinking, responses, and actions from students and all other participants in the CTL approach.

4. Learning community

Johnson (2002) defined a learning community as a group of individuals (in this case, students) who are connected through learning activities, exchange, and experience sharing. Contextual Teaching and Learning is conducted in groups because its goal is for students to engage in sharing and debating activities that positively impact others. Carnell et al. (2000) also argued that students will influence and contribute to the knowledge and beliefs of others through the learning community. Students could share their knowledge, concentrate on their goals, and teach and learn from one another.

5. Modeling

Johnson (2002) refers modelling as the process of teaching by displaying a model for students to imitate in the classroom. In addition, Richards and Rodgers (2014) note that modeling is one of the most major elements that teachers should focus on in the presentation phase of the lesson. The teacher acts as a model by creating situations in which the target structure is required and then demonstrating the new structure for students to imitate. Furthermore, Johnson (2002) added that teachers are not the only models for students in CTL. It is also possible to use students as models or an outsider, such as an expert, a foreigner, etc.

6. Reflection

Johnson (2002) stated that reflection on the learning experience motivates students to produce higher quality work not only in terms of cognitive knowledge, but also improves motivation and life skills such as personal skills, the ability to gather information, and the capacity to communicate orally and in writing.

7. Authentic assessment

According to Johnson (2002), authentic assessment is as an assessment that have real-world examples of extended criterion performance of actual learning goals of students. Furthermore, the assessment should immerse students in complex situations in which they develop and regularly solve challenges and apply higher-order thinking to complete a meaningful task. What is more, Granello (2000) asserts that authentic assessment should take place on an ongoing basis in classrooms and be based on authentic and meaningful tasks that promote meaningful learning. Items such as exhibits, portfolios, and performances are examples of this assessments.

2.3.3 Some Related Studies on the Use of Contextual Teaching and Learning (CTL) Approach for Teaching Writing Skill

Previous studies have found that the Contextual Teaching and Learning (CTL) approach is now approved for use in English writing instruction in Indonesia. According to research by Kadarwati and Aswandi (2015), the use of CTL in the classroom assists both the teacher and the students in teaching and learning procedure text. The approach aids students in comprehending the material because the teacher provided an example based on students' actual experiences preparing food using the text's generic structure. Moreover, it is asserted that the CTL approach can foster an atmosphere where students can practice writing while studying in groups. In addition, Nusahak et al. (2018) examined the relationship between CTL approach and reading interest in the writing expository text skills of tenth-grade students. It is stated that there was a significant difference between students' learning achievement in writing exposition text taught using CTL approach and students who were taught exposition text using conventional instruction. Besides this, the research revealed that there was a learning interaction between CTL approach and reading interest towards the expository writing skill of tenth-grade students.

Jayanti and Rozimela (2022) conducted a Classroom Action Research to assess the use of a CTL approach to enhance eighth-grade students' descriptive writing skills. The results indicated that the mean score for cycles I and II differed significantly after the REACT strategy was implemented in the classroom. Furthermore, Windi and Suryaman (2022) conducted a study to determine whether the CTL approach improved students' ability to write descriptive texts. It has been established that the approach increases students' motivation to actively participate in writing class, aids students in the construction of their writing and problem solving, enables students to

communicate or discuss descriptive text materials in groups, and aids them in summarizing and reflecting on the lesson content.

2.3.4 Some Related Studies on the Use of Contextual Teaching and Learning (CTL) Approach for Analytical Exposition Writing Skill

Several studies have used the CTL approach to improve analytical exposition writing skills. The studies concentrated on how the researcher used elements in CTL to teach exposition writing in English. Each study is described thoroughly below.

A study by Hasani (2016) investigate on implementing CTL approach to improve students' argumentative paragraph when writing exposition text. Fifty-two students from a university in Banten, West Java, took part in his study. His study employed a quasi-experimental design that included post-test measurements and two groups; experimental and control. The study employs a series of activities that reflect the elements of CTL, and it was discovered that students in the experimental group outperformed those in the control group (82.15>74.54). Furthermore, students in the experimental group noted that two CTL elements used in his study, observing new topics, and learning community, benefited them. This occurs because students in the experimental group have resources or assets to support the condition when composing their arguments in the exposition paragraph. This condition happens because the CTL approach enables students to actively learn and improve their prior knowledge base on information obtained while studying in the classroom. Previous and new knowledge were linked to students' daily lives. Likewise, the CTL approach encourages students to learn and improve on their ideas in their learning community or groups, giving

students in this group an easy way to gather information and knowledge on their own through the inquiry process.

Wicaksono (2019) explores the use of CTL approach of eleventh-grade students in MA (Madrasah Aliyah / Islamic Senior High School) in the academic year of 2018/2019 which consist of 30 students. The study used a Classroom Action Research design with two cycles of teaching results show that students improved in writing exposition text after learning with CTL approach in the second cycle (76.36>61.5). The CTL approach to improving students' ability to write exposition text was aided by two elements: exploring new topics and activating students' background knowledge for them to generate ideas and organize those ideas into meaningful text in writing. After the treatment, students' content writing improved in the second cycle (22.1>18.8), followed by organization (16.5>13.6), vocabulary (16.7>12.6), language use (17.6>13.4), and mechanics (3.46>3.16). Based on the statistics presented, it is possible to conclude that the CTL approach was effective in improving the ability of eleventh-grade students to write exposition text. According to one source, the CTL approach helps students see the meaning in writing exposition texts in English by connecting the writing topic to their daily lives.

Although several studies have been conducted to explore the use of CTL approach in the classroom, most of them only emphasize the quantitative result to show that the implementation of CTL approach was successful to improve students' analytical exposition writing skill (Hasani, 2016; Listanto and Fegy Lestari, 2019; Wicaksono, 2019; Salima and Hidayat, 2020). There is a lack of study which explore the use of qualitative instruments in order to look into the students' perceptions of learning with

the approach and the way the CTL approach help improve students' analytical exposition writing in the context of senior high school level.

Conceptual framework

Figure 1: *Conceptual framework of CTL approach to teach analytical exposition writing*
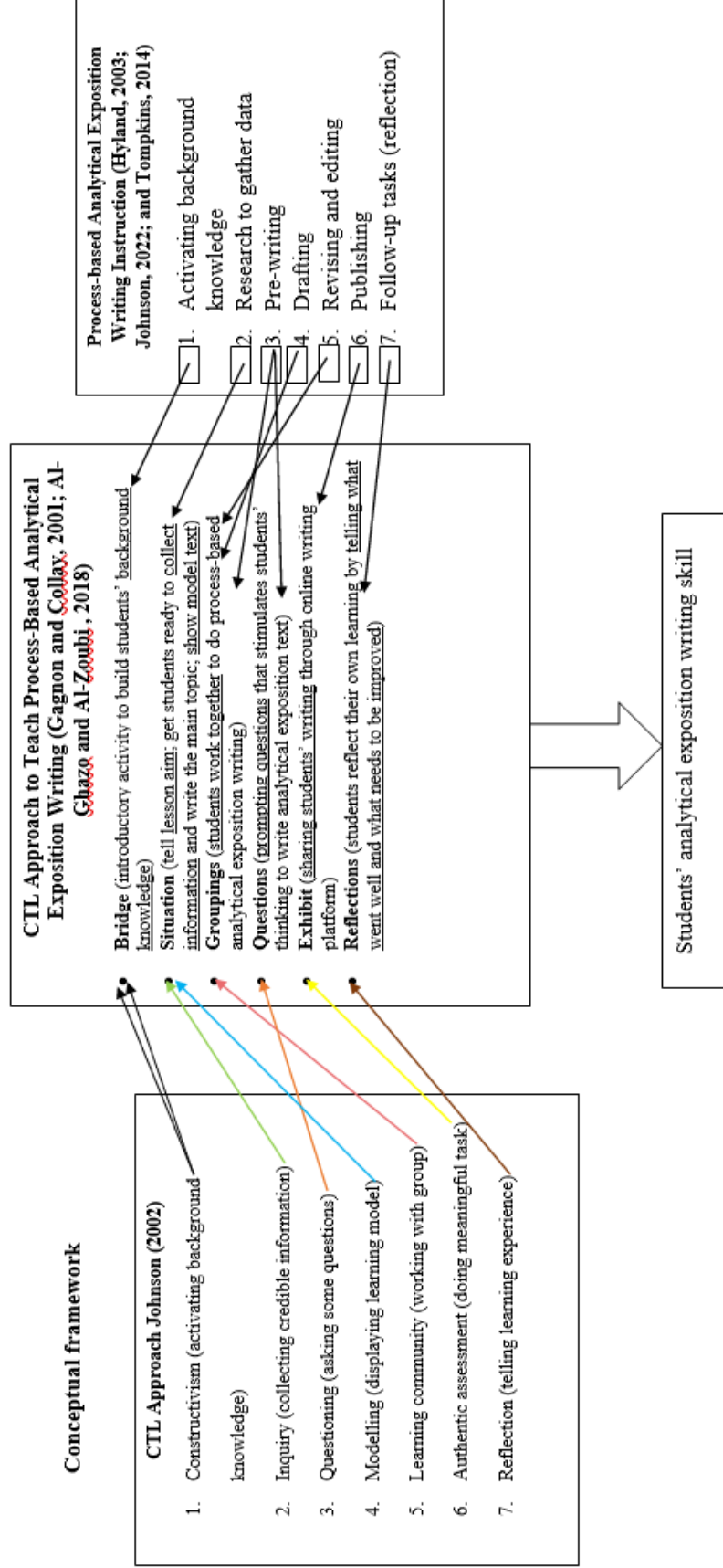
The conceptual framework of this study is based on the integration of seven components of CTL approach by Johnson (2002), which consists of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment, with process-based analytical exposition instruction by Hyland, 2003; Johnson, 2022; and Tompkins, 2014, which consist of activating background knowledge, research to gather data, pre-writing, drafting, revising, and editing, publishing and follow-up tasks. In addition, the researcher saw the benefits of using Constructivist Learning Design (CLD) by Gagnon and Collay (2001) which consist of bridge, situation, grouping, questioning, exhibit, and reflection to explain how each element in CTL approach is used to teach analytical exposition writing with process-based analytical exposition writing instruction, since constructivism element in Johnson (2002) is explained in a general term, therefore the second box was utilized to break down constructivism along with other CTL learning elements into small substance. The use of constructivist learning design which reflects the CTL elements to teach process-based analytical exposition writing instruction was adapted from a study by Al-Ghazo and Al-Zoubi (2018).

The first stage is for the teacher to activate background knowledge, and the CTL component used in study is constructivism (bridge, situation). In this instruction, the teacher activates students' background knowledge by initiating them to think about and relate to the topic of analytical exposition writing, as well as developing and arranging situation for students to learn the topic by explaining the lesson aim.

The second stage is research to gather data, and the CTL element used is inquiry (situation). Cruickshank et al. (2005) refer inquiry learning as the time when students are asked to find out or figure out something for themselves. During this instruction,

the teacher must explain to the students that they are going to collect some credible information using various sources, such as the internet, articles, podcasts, experts' statements, or others to help them write an analytical exposition text.

The third stage is pre-writing, which is integrated with learning community (grouping) and questioning (questions). Students are divided into groups to write analytical exposition text with multiple process. The pre-writing stage consists of activities where students in group brainstorm and list some ideas to write on each paragraph structure (thesis statement, arguments, and conclusion) on a piece of brainstorming sheet given by the teacher.

In this stage as well, the teacher stimulates questions to students about the social function, structures, and other questions related to the topic to write analytical exposition text. As a facilitator, the teacher will not directly provide answer to them but rather form new other questions to encourage or stimulate students to explain their thinking. The teacher must prepare question prompts that could be used to introduce the situation or the topic, and questions related to the social functions and structures in analytical exposition text.

The fourth stage is drafting. In this stage, the CTL component used is modeling (situation) and learning community (grouping). Teacher first elicits a model of analytical exposition text according to the topic studied to students before they write their first draft in group. Teacher also elicits the paragraph structure of analytical exposition text (thesis statements, arguments, and conclusion), the structure used (present tense), as well as language features in analytical exposition text, such as conjunctions. Students in group then proceed to organize their ideas into paragraph to

their first draft, and they could give each other's input or helping to write analytical exposition text according to the topic taught.

The fifth stage is revising and editing, and it is integrated with learning community element (grouping). Still in the same assigned group, students review their friends' work in other groups using peer-editing checklist to check whether the content and language features match with the structures of analytical exposition. Moreover, after the reviewing stage is finished, students then sharing the peer-editing checklist to each group and proceed to fix their work to the second or multiple drafts according to the comments given by other groups.

The sixth stage is publishing, and the CTL element used is authentic assessment (exhibit). During the publishing stage, students in groups must publish their work to an online writing platform to https://nowcomment.com/. Students are also given time to scan through each of the group's work and post an individual comment there according to the topic being discussed.

Finally, the last stage is follow-up task, which integrates with reflection element in CTL. The follow-up task takes the form of individual work. During this stage, students are required to complete an online learning journal that is adapted based on the eleventh-grade English textbook. The content consists of students reflecting on their learning process with CTL approach to develop their analytical exposition writing skill. In this learning journal, students also talk about what went well and what needs to be improved in their learning, and ways to overcome the difficulties or problems when writing an analytical exposition text for further improvement.

2.4 Chapter Summary

The present chapter provides an in-depth overview of the literature review regarding analytical exposition writing and the contextual teaching and learning (CTL) approach. Additionally, the present study highlights previous research and relevant literature about the use of CTL approach to teach analytical exposition writing. After summarizing the findings, it is noticeable that the majority of studies related to the implementation of the CTL approach in teaching analytical exposition writing mainly provide quantitative results. However, there is a lack of research that delves into students' perspectives regarding their learning experiences with the approach, as well as the way in which the CTL approach enhances analytical exposition writing using qualitative instruments, such as semi-structured interviews and reflection pages. In addition, this chapter also discusses key theories and concepts that underpin this study. The seven learning elements of contextual teaching and learning approach from Johnson (2002) was integrated to teach a process-based analytical exposition writing, in which consist of activating background knowledge, research to gather data, pre-writing, drafting, revising and editing, publishing, and follow-up task (Hyland, 2003; Johnson, 2022; and Tompkins, 2014). Moreover, the study from Gagnon and Collay (2001) as well as Al-Ghazo and Al-Zoubi (2018) was used to explain the concept of using seven learning elements of CTL in detail to teaching a process-based analytical exposition writing.

Chapter 3
Research Methodology

The present study aims to explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning (CTL) approach, to identify eleventh grade students' opinions of learning with contextual teaching and learning (CTL) approach, and to investigate the way in which CTL approach help improve eleventh grade students' analytical exposition writing skill. This chapter is intended to explain the research design, population and participants, research instruments, data collection procedures, and data analysis. and ethical, validity, reliability, and practicality considerations. Each of them is described in detail below.

3.1 Research Design

The study was conducted with mixed method research. The quantitative data were derived from one-group analytical exposition writing pretest and posttest and three questionnaires. Moreover, the qualitative data were based on the result of semi-structured interview and reflection pages.

This study employs three research questions. The first question aims to explore the effects of analytical exposition writing skills of students after learning with contextual teaching and learning (CTL) approach, and the data used were one-group analytical exposition writing pretest and posttest and analytical exposition writing questionnaire I and II. The second research question tries to identify students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and the semi-structured interview as well as

analytical exposition with CTL approach questionnaire III were utilized. Finally, reflection pages were used to investigate the way in which CTL approach help improve students' analytical exposition writing skill.

The timeline for this study was ten weeks, with 20 meetings in total. The session was taught twice a week for 90 minutes. The research treatment was the application of the contextual teaching and learning (CTL) approach for teaching process-based analytical exposition writing.

3.2 Context of the Study

The study was carried out at State Senior High School 1 Ciawi Bogor in West Java, Indonesia. It is a coeducational public school with 1,110 students. Students can choose between two programs at the school: science and social humanities.

This study was carried out in the science program for one group of eleventh grade class in the academic year 2023 which consists of 35 male and female students learning together in the same classroom. The school agreed to let the researcher conduct the research with the students. Moreover, the school committees were involved in the selection of participants and expect that the students in science program will have higher desire and interest in learning English outside their classroom hour as this class was conducted in a voluntary-based manner. There used to be a total of 36 students at the first place, however, a student withdrew in this course program as he had to focus on the National Science Subject Olympic. Moreover, before the classroom intervention was carried out, the students were given a consent form to acknowledge this classroom for the purpose of collecting data on

this study, and highlight that the classroom was designed out of the school curriculum to focus on improving students' analytical exposition writing skills using the CTL approach. The seven learning elements by Johnson (2002) was integrated in the process-based analytical exposition writing instruction.

The study lasted ten weeks, with pretests and posttests administered in the first and last weeks, as well as questionnaires and semi-structured interviews. The students attended class twice a week, with each meeting lasting 90 minutes. Furthermore, students were required to complete the reflection page by the end of their second meeting, which is collected through the Google Classroom platform.

3.3 Population and Participants

The population of this study consists of Senior High School 1 Ciawi students in Bogor, West Java, Indonesia, and the participants are 35 eleventh grade students from one eleventh grade class, both male and female, with a proficiency ranging from A2 to B1 according to the CEFR. The method of sampling is purposive sampling. Moreover, nine students were selected based on their posttest performance to be the representatives as interview respondents. They were grouped based on the high, average, and low score. The group of high score students consist of student 15 (Student H1), student 27 (Student H2), and student 17 (Student H3). Moreover, average score students consist of student 9 (Student A1), student 11 (Student A2), and student 34 (Student A3). Lastly, the low score students were student 4 (Student L1), student 18 (Student L2), and student 29 (Student L3).

3.4 Data Collection Procedures

    This study was conducted for ten weeks, with 20 periods in total starting from pretest, treatment, posttest, and interviews. The figure 2 below show the detailed plan for data collection in this study:

Figure 2*: Data collection procedures*
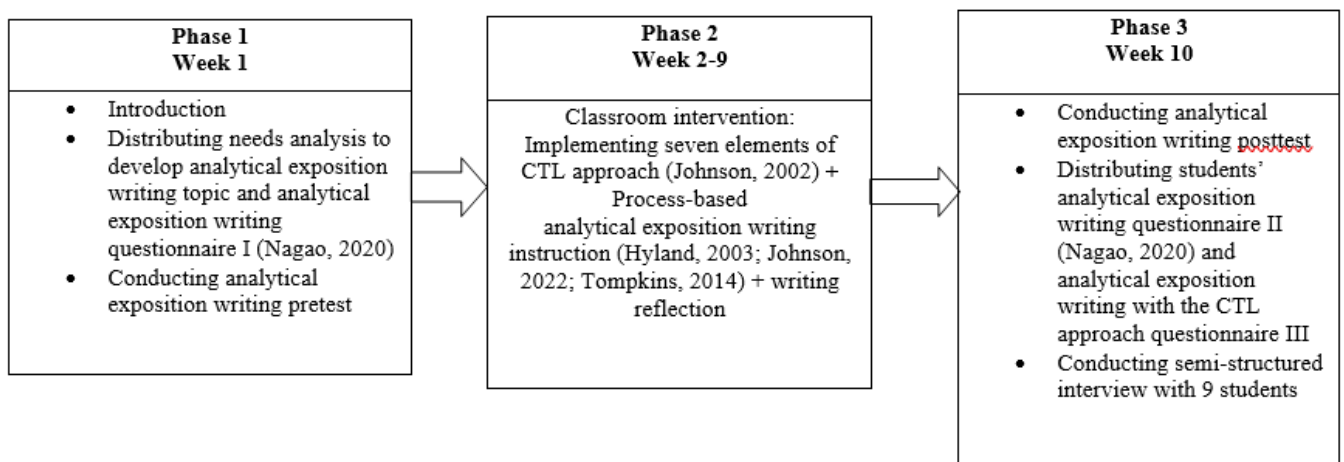
    In this study, the first phase of data collection procedure was to conduct needs analysis to develop an analytical exposition writing topic, followed by an analytical exposition writing questionnaire I and a pretest, each stage was administered during the first week: the first and second period of the study. Furthermore, the second to the ninth week (third to eighteenth period) was the classroom intervention which consists of the application of seven elements of the CTL approach to analytical exposition writing instruction. Finally, the posttest, analytical exposition writing questionnaire II, analytical exposition writing with the CTL approach questionnaire (questionnaire III), and semi-structured interview was conducted in the last week, which are week ten (nineteenth and twentieth period).

3.5 Instruments

There were two kinds of instruments used in this study, which are research instrument and instructional instrument. Below is the further explanation for both instruments:

3.5.1 Research Instruments

The research instruments of this study were classified into two categories, both in quantitative and qualitative methods. The instruments for quantitative method include analytical exposition writing tests, students' analytical exposition writing skill questionnaires, and analytical exposition writing with CTL approach questionnaire, while the instrument for qualitative method includes semi-structured interview questions, and a reflection page.

3.5.1.1 Analytical Exposition Writing Test

The analytical exposition writing test was conducted both before and after the treatment. The test covered the same topics as the pretest and posttest. Students must write an exposition text on the topic "Why is learning English important?" in Google Docs which was uploaded to the Google Classroom once completed. They must compose four paragraphs in 200-250 words using the appropriate generic structure of analytical exposition text (thesis statement, arguments 1 and 2, and conclusion).

The analytical exposition writing skills was assessed using an adapted version of Agan and Deniz (2019), which measure five scales: content, paragraph structure, evidence, grammar and vocabulary, spelling, and punctuation.

3.5.1.2 Questionnaires

Three questionnaires were utilized in total, with all of them containing closed-ended questions. The first two questionnaires were questionnaires on analytical exposition writing skills that will be used during the pretest and posttest. The students were asked to self-evaluate their skill in writing analytical exposition text before and after the treatment. Moreover, the questionnaire was adapted from a study written by Nagao (2020). Finally, the last questionnaire required students to rate their thoughts of learning with the CTL approach to improve their analytical exposition writing skills for ten weeks. The type of closed-ended item utilized in this study was Likert scale, with a degree of agreement ranging from 1 to 4; 1 indicating that students strongly disagree and 4 indicating that they strongly agree. All questionnaires used two languages, Bahasa Indonesia and English written in italics.

The result of mean score from the three questionnaires were interpreted based on the study from Phoong (2021) who stated that there are three results from the interpretation of a four-point Likert scale opinion questionnaire. First, the mean score 1.00 – 2.00 indicate that the result is negative. Second, the mean score 2.00 – 3.00 indicates that the result is neutral, and lastly, the mean score 3.00 – 4.00 indicates that the result is positive. Moreover, Best and Kahn (2016) added that the mean score from a 4 point Likert scale questionnaire must be greater than 2.5 in order to perceive that the perceptions have a positive response.

3.5.1.3 Interview Questions

The kind of interview used in this study was semi-structured interview with open-ended questions. According to Cohen et al. (2018), open-ended questions have numerous advantages, including their flexibility, which allows the interviewer to

probe in order to go into greater depth or clear up any misunderstandings; their ability to allow the interviewer to test the limits of the respondent's knowledge; and their encouraging cooperation to establish rapport.

The questions asked were related to students' perceptions after they have learned with the contextual teaching and learning (CTL) approach to enhance their analytical exposition writing skills. The question begins with a general question or statement and proceeds to more detailed ones. The option to conduct this semi-structured interview was a face-to-face group interview, and the time chosen is after school time, and each session lasted for ten to twenty minutes. The interview questions used Bahasa Indonesia, and the result was translated to English.

3.5.1.4 Reflection Page

The reflection page was utilized at the end of the second meeting every week. There was a total of ten reflection pages that students must upload in the Google classroom platform. The content of the reflection page was adopted from students' English book for 11th grade, published by the Ministry of Education and Culture of Indonesia. Students were required to write things that went well and things that still needs to be improved during the lesson with the CTL approach. They were also asked to choose which activities from the CTL elements that help improve their analytical exposition writing skill, along with the reason. The languages used in the reflection are English and Bahasa Indonesia, and the translated version was examined by four Indonesian experts who work in the field of English language teaching in Indonesia.

3.5.2 Instructional Instruments

The instructional instruments in this study were lesson plan, process-based analytical exposition feedback sheet, and analytical scoring rubric to assess students'

analytical exposition writing. The following instructional instruments will be described in detail:

3.5.2.1 Lesson Plans

The lesson plans of this study were based on the integration of seven components of CTL approach by Johnson (2002), which consists of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment, with process-based analytical exposition writing instruction by Hyland, 2003; Johnson, 2022; and Tompkins, 2014, which consists of research to gather data, pre-writing, drafting, revising and editing, processing, and follow-up tasks. The lesson plans are constructed based on the conceptual framework of this study. The framework as well as the explanation in detail can be seen in figure 2 page 33.

The timeline for conducting this study with senior high school students in the eleventh grade was ten weeks. There are two meetings per week, each with a 90-minute duration. The topic derives from the result of students' needs analysis, which is adapted from a study by Sabarun (2019). After gathering topics from the needs analysis in the first meeting, teacher then sorted out four most popular topics from the result, which relate to students' real-life experience.

Figure 3: *Needs analysis result to develop analytical exposition writing topic*
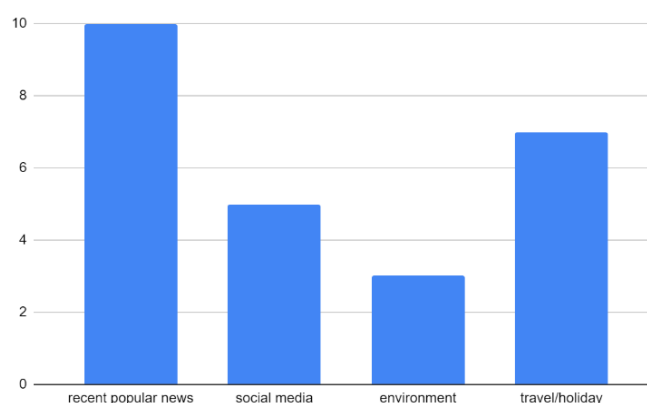
Based on the result of needs analysis, it was found that there were four popular topics that students would like to discuss and write in analytical exposition writing genre, which are recent popular news (ten votes), social media (five votes), environment (three votes), and travel or holiday topic (seven votes). On each topic, students were required to discuss and compose analytical exposition text with the help of pre-writing brainstorming sheet (see Appendix I), and they had to revise each other's work by utilizing peer-editing checklist (see Appendix I), and finally published their work to a larger audience on an online writing platform called *NowComment* in groups. Furthermore, after the lesson finish, students were required to write a reflection page, telling their experience in learning with the CTL approach in their classroom to improve their analytical exposition writing. The scope and sequence or the detail of long-range plan for this study can be seen in Appendix C.

3.5.2.2 Process-based Analytical Exposition Writing Feedback Sheet

The process-based analytical exposition writing feedback sheet in this study was used by the researcher as the teacher in the classroom to give further suggestions and feedback after the students in group have completed their final draft. Williams (2013) stated that in the process-based writing classroom, the use of a feedback sheet can help teachers to evaluate, and students to reflect on and develop their writing, as well as allow teacher and student to be collaborators in the process of learning and assessment. Along with the same line, Sitorus (2020) suggested that it is vital for teachers to purposefully introduce and explain the use of a sort of rubric or feedback

sheets and how to use them to students so that they get the most from them as a learning tool.

The feedback sheet used in this study was adapted from Hodson and Jones (2001) process approach writing frame, in which the stages have been adjusted into process-based analytical exposition writing by embedding CTL elements, which consists of research to gather data, pre-writing, drafting, revising and editing, publishing, and follow-up task, as shown in Appendix J in this study.

3.5.2.3 Analytical Exposition Scoring Rubric

The third instructional instrument utilized in this study is an analytical scoring rubric for evaluating analytical exposition writing. According to Weigle (2002), analytical scoring rubrics evaluate multiple aspects of writing or criteria rather than assigning a single score. The scripts could be evaluated based on characteristics like content, organization, cohesion, register, vocabulary, grammar, and mechanics. It provides additional information regarding how well a student performed on various sections of the writing test.

The rubric used to evaluate the analytical exposition writing of eleventh-grade students is adapted from Agan and Deniz (2019). There are five scales consisted in this rubric, which are content, paragraph structure, evidence, grammar and vocabulary, and spelling and punctuation.

The use of an analytical scoring rubric to evaluate the analytical exposition writing of eleventh-grade students is prompted by the diverse English skills of the students in this class. Weigle (2002) argues that an analytical scoring rubric will

provide more diagnostically useful information about students' writing abilities than a holistic scoring rubric. It is also especially useful for second-language learners, who are more likely to exhibit a marked or uneven profile across different writing aspects.

3.6 Ethical, Validity, Reliability, and Practicality Considerations

Ethical research is concerned with what researchers should and should not do in their research and research conduct. Consent on an informed basis, confidentiality and anonymity, rights, permissions, and protections are some of the ethical issues considered in educational research (Cohen et al., 2018). The ethical issue involved how the researcher requested permission from the participants. Consequently, a consent form was used in the research to outline an agreement between the researcher and to the parents' participants, detailing their rights, an explanation of the research study, and what they are required to do/involve in the research. In addition, the ethical issues involved in this research raise concerns regarding their privacy and anonymity.

Regarding validity, the Item Objective Congruent index (IOC) was used and three experts in the field of Teaching English as a Foreign Language (TEFL) validated the appropriateness of the research instruments and instructional instruments.

The reliability in this study was based on the consistency or repeatability of the instrument used, and the inter-rater reliability. Creswell and Creswell (2018) mentioned that internal consistency is the most essential form of reliability. This refers to the extent to which groups of elements on an instrument act similarly. Due to the usage of the same English writing test for the pretest and posttest, the test-retest

method will be considered to verify internal consistency in this study. Cooper and Schindler (2001) noted that when executing a test-retest process to assure its reliability, various factors must be considered. First, duration between the initial test and re-test is not so lengthy that situational factors may change. Second, the interval between the test and re-test is not so brief that the participants will remember the previous test or that intervention effects will be too robust to be reliable. Additionally, in order to assure inter-rater reliability in this study, an expert in the field of English Language Teaching was served as a rater. The rater was required to read students' pretest and posttest writing scores.

Finally, in terms of practicality, the pilot study was conducted with ten students from a different class to test the practicality of the application of contextual teaching and learning (CTL) approach for teaching process-based analytical exposition writing with a sample lesson plan. Moreover, the research instruments which comprise of analytical exposition test, questionnaires, a reflection page, and semi-structured interview questions were also used during the pilot study to check the students' comprehension of the instruction and content of each instrument.

3.7 The Validation of Instruments

The item-objective congruence (IOC) was used to measure the content validity of the instruments by three experts in the field of English language teaching from faculty of Education, from a private and three public universities. Moreover, another expert came in the last to confirm and give additional suggestions to the whole instruments.

The evaluation forms were divided into two categories: validation of research instruments (tests, questionnaires, a reflection page, and semi-structured interview questions), and validation of instructional instruments (needs analysis to develop analytical exposition writing topic, sample lesson plan, pre-writing brainstorming sheet, peer-editing checklist, process-based analytical exposition feedback sheet, and analytic exposition rubric scoring).

The experts were requested to evaluate the instruments by marking (+1), (0), and (-1). Each score is explained in detail below:

(+1) indicates that the item is appropriate

(0) Indicates that the experts are not sure about the item

(-1) indicates that the item is inappropriate

The formula below is used in order to calculate the result of the form from the experts:

$$IOC = \frac{R}{N}$$

IOC   = Item Objective Congruence

R   = The total score from the experts

N   = The number of experts

In addition to designing a form with numbers to evaluate the instruments, the researcher was given one column section for comments and suggestions for each form. Furthermore, if the overall IOC value is greater than 0.5, the instruments are suitable for use in this study.

3.7.1 Validating the Research Instruments

The research instruments developed in this study were test, analytical exposition writing skill questionnaire I and II, analytical exposition writing with CTL approach questionnaire, a reflection page, and semi-structured interview. Each of the instrument were evaluated by three experts and will be described as follow:

3.7.1.1 Validating the Analytical Exposition Writing Test

The result received from the analytical exposition writing test IOC form from three experts showed that the overall score was 0.72, which means that the test was appropriate to be used in this study (see Appendix K). Furthermore, the experts suggested some points to revise the writing test which is described in detail as follow:

- Expert B stated that since the writing test sheet is divided into some boxes, it would make the students think that the test was an outline instead of the text itself. There was also a possibility that the students write only in phrases or bullet points, not in paragraph. Correspondingly, expert C also stated that the layout of the essay might distract the students from writing complete essays. It was recommended that students be provided a blank space without the section boxes.

- Expert C stated that it would be best to provide the translated instruction to help the students in the test. Additionally, expert D stated that despite the instruction is clear, it would be best if there is an additional statement for rules, such as adding phrase "what is allowed or not" (e.g., the dictionary usage, books, etc.)

- Expert C was concerned about the timing of the test, stating that 100 minutes was too long for actual essay writing unless it included research time, and that it should be revised.

After the validation, the test was revised and adjusted as follows:

Before: Write an analytical exposition text in 200-250 words on the topic <u>Why is learning English important?</u> Give at least two arguments plus explanations to support your thesis statement. Follow the format below.

Time: 100 minutes

After:

Instruction: Write a text in at least 200-250 words with a thesis statement or main ideas, arguments, and conclusion on the topic <u>Why is learning English important?</u> Give reasons to support your opinion. You may use a dictionary to help translate some words to English.

Time: 80 minutes

Petunjuk: Tulislah sebuah teks dalam 200-250 kata dengan sebuah paragraf ide pokok, argumen, dan kesimpulan pada topik "<u>Why is learning English important?</u>*" Berilah alasan untuk mendukung opini Anda. Anda bisa menggunakan kamus untuk menerjemahkan beberapa kata ke Bahasa Inggris*

Waktu: 80 menit

All changes were made after receiving the suggestions.

3.7.1.2 Validating Analytical Exposition Writing Skill Questionnaire I and II

The result obtained from the analytical exposition writing skill questionnaire I and II IOC form showed that the overall score was 0.82. This means that the questionnaires were appropriate to use in this study (see Appendix L). Additionally, the experts left some suggestion thus the questionnaires could be revised for further improvement.

- Expert A mentioned that all words are sentences were appropriate, however some words needed to be modified for better understanding when using Bahasa Indonesia instruction and sentences. Along in the same idea, expert C also mentioned that it was important to make sure whether the students are familiar with the terminology used in the questionnaire to avoid misunderstanding.

- Expert B suggested that the statement in the publishing stage would be better to be reworded so the requirement of publishing is only until the writing appears in the platform.

After the validation, the test was revised and adjusted as follows:

Before: I can collect evidences, for example: facts, experts' opinions, statistics, to support the main point in my arguments.

After: I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.

Before: I can publish my work through a platform introduced by my teacher in the classroom to be read by larger audiences, e.g.: website, blog, or social media.

After: I can publish my work through a platform introduced by my teacher.

Before: I can use the form of present tense appropriately when I write analytical exposition text.

After: I can use the form of present tense correctly when I write analytical exposition text.

Before: I can link the sentences that I write with conjunctions appropriately (e.g., because, so, furthermore, moreover, etc.)

After: I can link the sentences that I write with conjunctions clearly (e.g., because, so, furthermore, moreover, etc.)

Since most experts concern with the translation of the questionnaires, therefore after receiving some feedbacks and suggestion, back translation method was implemented to assess the content validity of the analytical exposition writing questionnaires. The questionnaires were translated to Bahasa Indonesia, then another translator translate the questionnaires back to the English version. Finally, the result was compared to seek the appropriateness of words and terminology both in English and Bahasa Indonesia. All changes were made after receiving the suggestions.

3.7.1.3 Validating Analytical Exposition Writing with CTL Approach Questionnaire III

According to the IOC index, it is shown that the validation of analytical exposition writing with CTL approach questionnaire III was 1 (see Appendix M), which means that the questionnaire is valid and acceptable to use in this study. Some suggestions from the experts are shown in detail as follow:

- Expert A suggested that the translated version of the questionnaire should be consistent, since some of the heading or title of each statement were not translated.

- Expert B suggested to recheck the concept or definition of the questioning stage, which in her opinion means that questioning is stimulating students to ask questions or to provoke their curiosity.

- In the modelling stage, Expert B suggested to change providing example statement to giving inputs.

After the validation, the last questionnaire was revised as follow:

Before: I think the teacher in my classroom has asked various questions to support my learning process when I write analytical exposition text.

After: I think the teacher in my classroom has helped me raise various questions to her in order to support my learning process when I write analytical exposition text.

Before: I think I can provide example to my friends when we write analytical exposition text

After: I think I can give input to my friends when we write analytical exposition text.

The translation of analytical exposition writing with CTL approach questionnaire 3 were analyzed by using a back translation method to assess its content validity. All changes were made after receiving the suggestions.

3.7.1.4 Validating Reflection Page

The result obtained from the reflection page evaluation form showed that the reflection page had content validity, since the overall score result is 0.93 (see Appendix N). This indicates that the instruction and statements along with the translation were appropriate to use in order to explore students' perceptions after learning with CTL approach in their analytical exposition writing.

3.7.1.5 Validating Interview Questions

According to the IOC index from the interview questions for semi-structured interview, it was presented that the result was 0.90, which means that the questions were appropriate to use in this study (see Appendix O). However, expert A, B, and C left some suggestions for some improvement to the interview questions:

- Expert A suggested that the learning elements should be presented clearly during the interview, or it is better to restate the stages to refresh the students' thoughts thus it can be easier for them to answer. In the last question, expert A also advised to provide some examples as illustrations to answer the way in which the learning elements from the CTL approach help them write analytical exposition writing.

- Expert B mainly concerns with the last question, as stated that the improvement of analytical exposition writing can be seen from some aspects as they are in the scoring rubric, thus the question should be adjusted to avoid confusion.

- Expert C suggested to involve questions that are related to specific experiences, such as questions like "could you tell me what you did when … /

how did you feel when the teacher …" as the lead-in questions before asking

the main question in the semi-structured interview.

After the validation, the interview question for the semi-structured interview was

revised as follow:

Before: how do you think the learning elements help you improve your analytical

exposition writing?

After: How do you think the learning elements help you improve the content of your

analytical exposition writing?

All changes were made after receiving the suggestions.

3.7.2 Validating the Instructional Instruments

The instructional instruments in this study included needs analysis to develop an

analytical exposition writing topic, a sample lesson plan, a pre-writing brainstorming

sheet and peer-editing checklist, a process-based analytical exposition writing

feedback sheet, and analytical rubric scoring. Three experts evaluated each

instrument, which will be described below:

3.7.2.1 Validating Needs Analysis to Develop Analytical Exposition Writing
Topic

The result derived from the needs analysis to develop analytical exposition writing

topic form presented that the needs analysis had content validity (see Appendix P).

The overall score received was 0.60, which means that the needs analysis form was

acceptable and appropriate to use in this study. In addition, some experts left some suggestions for the improvement on the needs analysis layout:

- Expert B asserted that there should be a new instruction for statements about what students want to develop in the writing course, the types of activities that students prefer to choose in order to improve their English writing skill, their favorite after-class activities that help them improve their writing skill, and their preferred source of classroom learning materials. Similarly, experts C and D suggested adding the "others" item to the statements above, so students can write in their answers when they are not available in the options.

Before: On a scale of one to ten, do you think learning writing in English is necessary?

After: On a scale of one to ten, how important is it for you to learn writing in English?

All changes were made after receiving the suggestions.

3.7.2.2 Validating Sample Lesson Plan

According to the IOC index, the result of sample lesson plan evaluation form was 0.90 (see Appendix Q), which means that the lesson was acceptable and appropriate to use in this study. However, expert B and C left some suggestions for further improvement in the lesson.

- After reviewing the lesson objectives for this study, expert B suggested adding one more day because the teaching plan takes a long time to complete with only one genre. Expert C also claimed that there was a major knowledge and skill gap between analyzing and composing. Expert C proposed spending one

week in two meetings to familiarize students with the teaching flow of
process-based analytical exposition writing and seven CTL learning elements
that will be used in the classroom. Furthermore, a specific time should be set
aside to train students on some active skills, such as note-taking, identifying
text components, and using a peer-review sheet in the study.

- Expert B suggested to go through the concept of questioning in the CTL
approach since questioning means provoking or stimulating the students to ask
questions related to the topic learned. Moreover, expert C stated that there
should be examples of prompt questions so students can easily follow the
stage with the questioning technique.

After receiving the suggestions, the scope and sequence of this study was added into
two meetings per week, therefore there were twenty meetings in a total of ten weeks
data collection plan.

3.7.2.3 Validating Pre-Writing Brainstorming Sheet and Peer-editing Checklist

According to the IOC result, it was shown that the index for the pre-writing
brainstorming sheet and peer-editing checklist had content validity (see Appendix R),
meaning that the sheet and checklist were appropriate to use in this study. No experts
left some suggestions in this part.

3.7.2.4 Validating Process-based Analytical Exposition Writing Feedback Sheet

The result for the process-based analytical exposition writing feedback sheet
received from the evaluation form had content validity (see Appendix S), meaning
that the sheet and checklist were appropriate to use in this study. No experts left some
suggestions in this part.

3.7.2.5 Validating Analytical Exposition Writing Rubric Scoring

The IOC result demonstrated that the index for the analytical exposition rubric scoring was 0.73 (see Appendix T), indicating that the sheet and checklist were appropriate for use in this study. There were no expert suggestions in this section.

3.7.2.6 Reliability of Inter-Raters

Two inter-raters evaluated the degree of agreement between the decisions made by two independent teachers in order to determine the reliability of the analytical exposition writing test results using the Pearson Product Moment correlation. Rater A was the researcher and Rater B was a non-native English teacher with nine years of experience teaching English as a foreign language in schools and language centers in Indonesia. The table below displays the inter-rater reliability result of Pearson correlation for the analytical exposition writing test.

Table 1: *Inter-rater reliability of analytical exposition writing test*

Raters	Pearson Product Moment	
	Pretest	Posttest
R1 + R2	0.979	0.850

To interpret the result from Pearson Product Moment correlation, the correlation coefficient of 0 means that there is zero agreement, 0.1-0.3 is considered as a weak agreement, 0.4-0.6 as a moderate agreement, 0.7-0.9 as a strong agreement and +1 as a perfect agreement (Akoglu, 2018). The table above shows that the reliability of analytical exposition writing pretest was 0.979 and the posttest was 0.850, indicating that the test had a strong agreement of the two raters. While the pretest and posttest reliability scores exhibited strong values, it is evident that the

posttest reliability notably decreased to a value of 0.129. The decline in scores can be attributed to differing viewpoints between the two raters regarding the evaluation of the evidence component within the analytical exposition rubric. The reason for the score decrease was that rater B has a strict criterion for weighing the score of evidence in the students' writing, whereas rater A has a more flexible approach.

3.8 Pilot Study

After the revision for both research instruments and instructional instruments, the sample lesson plan, analytical exposition writing test, questionnaire I and II, analytical exposition writing with CTL questionnaire III, reflection page, and semi-structured interview questions were used in the pilot study with ten students from non-experimental group who has the same level of English writing ability with the participants in the experimental group. The pilot study was carried out to investigate the feasibility of instruments and learning activities.

The findings indicated that both research and instructional instruments could be used in the study. Ten students who participated in the pilot study understood the material and instructions presented in the writing activities and writing task. Furthermore, the time allotted for the writing task was 120 minutes, since it was done outside the regular classroom hour, thus the timing was adequate for students until they published their work through the Now Comment platform.

Despite this, there was a confusion encountered by one group when they wrote in the pre-writing brainstorming sheet, because they were not listing ideas in phrases to write in each generic structure of analytical exposition writing, but rather writing

them as sentences in a paragraph, despite the teacher's clear instruction. As a result, written instructions should be included in the pre-writing brainstorming sheet.

3.8.1 A Revision of the Pilot Study

Following the pilot study with ten students from various classrooms, some areas for improvement were identified. To begin, each sheet or checklist used in the learning activities should have a clear written explanation, especially the pre-writing brainstorming sheet, to avoid misunderstandings. Second, each of the writing stages, which include research to gather data, pre-writing, drafting, revising and editing, and continue until publication, should be directly taught, and explained. It was discovered that students were mostly doing the research to gather data and pre-writing activities simultaneously, as the two activities were interconnected and could help them note down some important findings that could be used in each generic structure of an analytical exposition text. Third, the readability of the sample text should be thoroughly examined to ensure that it is neither too easy nor too difficult for the students' target level, which is B1. The classroom teacher also confirmed that the sample text used in the sample lesson plan was appropriate for the students' English level. Finally, because some students are only familiar with simple conjunctions, there should be a direct explanation on teaching signal words used in the analytical exposition text. As a result, the teacher should provide a clear example of how to use conjunctions or linking words in the analytical exposition writing process.

3.9 Data Analysis

The data analysis in this study incorporates both quantitative and qualitative data analysis. The following is an overview of the data analysis by research objective:

Table 2: *Data analysis method*

RQ	Name of Instrument	Type of Data	Data Analysis Method
RQ 1	Tests (pretest and posttest)	Quantitative	Paired t-test, descriptive statistics
	Questionnaire I, II		Descriptive statistics
RQ 2	Questionnaire III	Quantitative	Descriptive statistics
	Semi-structured interview	Qualitative	Thematic analysis
RQ 3	Reflection page	Qualitative	Content analysis

The pretest and posttest scores were analyzed by descriptive statistics to find out mean scores and S.D, and paired t-test to explore if there was a statistically significant difference between the pretest and the posttest. The tests were designed in the same topic, which asks students to write in analytical exposition genre on the topic "Why is learning English important?" using an appropriate generic structure of an analytical exposition writing (thesis statement, arguments, and conclusion). Moreover, the writing was evaluated by analytical scoring rubrics adapted from Agan and Deniz (2019). In analytical scoring, the most important single characteristics of writing are identified and each is rated according to quality. Scores from individual characteristics are then totaled to produce an overall score. In addition, Hyland (2003) also mentioned that analytical methods can assist teachers to reflect on specific features of writing quality, for example, the use of explicit and comprehensible descriptors allows teachers to target writing weaknesses precisely and provides a clear framework for feedback and revision. The rubric in this study evaluates content,

paragraph structure, evidence, vocabulary and grammar, and spelling and punctuation. Each scale has scores from 1 to 4.

The questionnaires were analyzed by descriptive statistics to find frequencies to find mean scores and standard deviations. The first and second questionnaires were used in the first and last meeting, asking students to self-evaluate their skill in writing analytical exposition writing before and after learning with the CTL approach for ten weeks. Moreover, the third questionnaire was distributed at the end of the experiment to explore students' perceptions after learning analytical exposition writing with CTL approach for ten weeks. All questionnaires were designed in a close-ended type with employing four-point Likert scale on level of agreement, in which 1 indicates that students strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. Furthermore, the result from the questionnaires were interpreted based on the study from Phoong (2021) as well as Best and Kahn (2016) (see part 3.5.1.2 p.43 for detailed explanation).

The result from semi-structured interview was analyzed by using thematic analysis. The interview questions were designed to explore students' perceptions about learning with the CTL approach. In this study, the focus of the theme was to look into the students' perceptions of the advantages, challenges of learning with the CTL approach, and their perceptions of learning with the CTL approach to process-based analytical exposition. First, the interview result was transcribed. After that, the transcribed were read and highlighted in a different color to generate initial codes. After the initial codes have been generated, all the codes were then reviewed and analyzed to identify patterns, similarities, and frequency. Lastly, the codes were then

grouped to the target themes. The technique used for selecting the participants is group interviewing. The rationale on choosing this technique for this study is that the researcher aims to find various perceptions from the chosen participants. Cohen et al. (2018) also stated that group interview technique can save time and produce a broader range of responses than in individual interviews. Furthermore, Bogdan and Biklen (1992) in Cohen et al. (2018) add that group interviews can bring together persons with diverse point of view, or as representatives of various collectivities.

In this study, there were nine selected participants involved in the interview session and they were grouped based on their posttest scores, ranging from high-level score, mid-level score, and low-level score. The group of high score students comprise three individuals, namely student 15 (referred to as Student H1), student 27 (referred to as Student H2), and student 17 (referred to as Student H3). Furthermore, the average scores of the students are comprised of student 9 (referred to as Student A1), student 11 (referred to as Student A2), and student 34 (referred to as Student A3). Finally, the students who obtained low scores were identified as student 4 (referred to as Student L1), student 18 (referred to as Student L2), and student 29 (referred to as Student L3). In addition, the semi-structured interview was conducted in a face-to-face mode after the treatment is finished.

The reflection page was utilized during the classroom treatment for ten weeks and it was analysed with content analysis. The coding process in content analysis serves as a systematic approach to examining qualitative data and identifying relationships or patterns linked within the data. The first step of doing content analysis was defining the third research question in this study and determining the specific

relationships or patterns. The key concept to identify relationships between contextual teaching and learning approach with students' analytical exposition writing improvement was based on the characteristics of contextual teaching and learning approach by Johnson (2002: 24), which consist of 1) doing significant work, 2) self-regulated learning, 3) collaborating, and 4) enhancing critical thinking. Furthermore, the second step in employing content analysis was to select relevant data, in this instance, reflection pages, that corresponds to the third research question. The last step in the coding procedure was to identify the unit of analysis on the students' reflection pages. In addition, the coding procedure was used to identify and analyze relationships based on CTL characteristics and to draw conclusions. Similarly, the frequencies were obtained at this stage.

The content in the reflection page was asking students to write what went well and what needs to be improved after they learn with the CTL approach to improve their analytical exposition writing skill. Moreover, students are required to check the learning elements from the CTL elements that they think help them improve their analytical exposition writing skill.

The rationale for choosing different ways to analyze qualitative data was derived from the specific purpose to find out the answer from each research question. The second research question in this study was intended to identify eleventh-grade students' perceptions about learning with the CTL approach to improve their analytical exposition writing skill, in which the result from the interview used as the instrument for this research question is coded in into specific categories and themes. Cohen et al. (2018) asserts that thematic analysis can be used in qualitative research to

identify categories and themes and organizing those categories to present data according to specific issues. In this case, the second research question is intended to put students' perceptions from the semi-structured interview into specific themes, for example about their overall perceptions toward learning with the CTL approach, the advantages, and disadvantages of the approach. In contrast, the last research question in this study is to investigate the way in which the CTL approach can improve eleventh grade students' analytical exposition writing skill, and the answer is derived from the students' reflection pages that they turned in for ten times in a total of twenty period. It can be assumed that the content analysis will be beneficial to help summarize the data from the reflection pages. A content analysis is defined by Cohen et al. (2018) as the process of summarizing and reporting written data—the main contents of data and their messages. In addition, the last research question aims to find the relationship between the CTL approach and the students' analytical exposition writing skill. Krippendorff (2004) state that there are four natures of content analysis: attributing, identifying social relationships, observing public behaviors, and examining institutional realities.

3.10 Chapter Summary

In conclusion, this study used a mixed method research design which employs quantitative and qualitative data. The quantitative data consist of one-group analytical exposition writing pretest and posttest and three questionnaires. In contrast, the qualitative data consist of semi-structured interview and reflection pages. The objectives of this study were to explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning

(CTL) approach, to identify eleventh grade students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and to investigate the way in which CTL approach help improve eleventh grade students' analytical exposition writing skill. The participants in this study were 35 eleventh-grade male and female students who enrolled in the science program at State Senior High School 1 Ciawi Bogor in West Java, Indonesia. The students were given analytical exposition writing tests and two questionnaires before and after the CTL approach to process-based analytical exposition writing instruction was implemented. In addition, 35 students were asked to complete questionnaire 3 and nine students were chosen to participate in a semi-structured interview in which they were divided into three groups based on their posttest test scores (high, mid, and low) to learn about their perceptions toward learning with the approach. Lastly, reflection pages were also utilized to look into the way in which the CTL approach help improve the students' analytical exposition writing skill.

Chapter 4
Findings

This chapter presents the result from the study regarding the effects of contextual teaching and learning (CTL) approach on analytical exposition writing skills of senior high school students in Indonesia. The study was conducted with eleventh grade students from State Senior High School 1 Ciawi Bogor during their second semester in the academic year of 2023. There are three research objectives in this study. The first research objective was to explore the effects of analytical exposition writing skills of students after learning with contextual teaching and learning (CTL) approach, and it was analyzed with quantitative data from using the paired-sample t-test, mean, and standard deviations to compare the analytical exposition writing pretest and posttest of the students. Moreover, descriptive form from the analytical exposition writing skill questionnaires 1 and 2 were also presented. In addition, the second objective was to identify students' perceptions of learning with the contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and the last was to investigate the way in which the CTL approach helps improve students' analytical exposition writing skills. To obtain the results to answer students' perceptions of learning with CTL approach to improve their analytical exposition writing skills, qualitative data from the analytical exposition writing skill questionnaire 3, which was presented in descriptive form, a semi-structured interview, which was analyzed using thematic analysis were used. Finally, the result from the last research objective was derived from a reflection page, which was analyzed using content analysis. Each result will be reported in detail below.

Research Question 1: To what extent can the contextual teaching and learning (CTL) approach enhance analytical exposition writing skill of eleventh grade students in Indonesia?

To investigate the effects of contextual teaching and learning (CTL) approach on analytical exposition writing skill of eleventh grade students, the students were assigned to complete the analytical exposition writing test as which covers the same question both in the pretest and posttest.

The first research question was to find the differences of the students' analytical exposition writing pretest and posttest. The paired sample *t*-test was used to analyze the mean scores from the pretest and posttest and to determine whether the students' pretest and posttest scores differed significantly at the 0.05 level. In addition, the inter-rater reliability was utilized with Pearson Product Moment to confirm the reliability of assessing the students' analytical exposition writing test. The correlation between the two raters was 0.979 for the pretest and 0.850 for the posttest, indicating that the scores from both raters were consistent.

The table 3 below compares the students' analytical exposition writing pretest and posttest mean scores, standard deviations, *t*-values, and statistical significance.

Table 3: *Comparison of students' analytical exposition writing pretest and posttest scores*

Writing test (total scores= 20)	Min	Max	Mean scores	S.D.	t	Sig.
Pretest	1	15	9.63	4.326	-7.348	.000*
Posttest	8	18	14.23	2.353		

*p<.05, n = 35

From table 3, it was revealed that there was an improvement on students' analytical exposition writing skill after receiving the treatment of CTL approach to process-based analytical exposition writing instruction. The mean scores of the students' pretest was 9.63 (SD= 4.326), while the mean scores of the students' posttest was 14.23 (SD= 2.353). The mean difference of both pretest and posttest was -4.6. The lowest score of the pretest was 1, and the highest score was 15. On the contrary, the lowest score of the posttest was 8, while the highest score was 18. The *t*-value of both pretest and posttest was -7.348. In conclusion, the results of the posttest indicated that the students had significant improvement of their analytical exposition writing skill after receiving the treatment of CTL approach to learn process-based analytical exposition writing at the level of 0.05 (p<0.05).

The students' analytical exposition writing pretest and posttest was assessed by using analytical exposition writing rubric adapted from Agan and Deniz (2019) (see Appendix B). The total score was 20 and there were five descriptors which has a score ranging from 1 to 4 in the rubric. The descriptors consist of content, paragraph structure, evidence, grammar and vocabulary, and spelling and punctuation.

Before and after given the treatment, the students were asked to report their ability in writing analytical exposition by using analytical exposition writing questionnaire 1. The questionnaire covers statement regarding students' ability in writing analytical exposition writing with process-based analytical exposition writing stages, their ability in writing analytical exposition writing with complete structure; thesis statement, arguments, and reiteration/conclusion, and using the correct

language features of analytical exposition writing. There were ten statements

presented in mean scores and standard deviation.

Table 4*: Comparison of students' analytical exposition writing skill questionnaire 1 and 2*

Analytical exposition writing skill questionnaire 1	Analytical exposition writing skill questionnaire 2
Grand mean score: 2.95	Grand mean score: 3.28
Neutral	**Positive**
Scale of interpretation based on Phoong (2021): x̄ 1.00 – 2.00 = negative x̄ 2.00 – 3.00 = neutral x̄ 3.00 – 4.00 = positive	

According to the table 4, the mean score of the first analytical exposition

writing skill questionnaire was 2.95, whereas the mean score of the second analytical

exposition writing skill questionnaire was 3.28. The mean score result was interpreted

based on the scale of interpretation from Phoong (2021) who stated that if the mean

score is between 1.00 – 2.00 the result is interpreted as negative, whereas the mean

score between 2.00 – 3.00 is interpreted as neutral, and finally the mean score

between 3.00 – 4.00 is interpreted as positive. The mean score from the first

questionnaire indicate that students had a neutral response about their ability in

writing analytical exposition text before the treatment given. The highest to the lowest

mean scores are presented as follow: 6) I have time to reflect on what went well and

what needs to be improved after I write analytical exposition text ($\bar{x}$= 3.60); 2) I can

brainstorm, take notes, or outline my ideas before I begin to write my first draft of

analytical exposition text ($\bar{x}$= 3.26); 4) I can review my first draft to be revised and

edited by myself or with my peer in the second or third draft when I write analytical

exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar

problems, correcting the unity of ideas and structural elements) ($\bar{x}$= 3.11); 9a) I can restate the thesis statement in the last paragraph ($\bar{x}$= 3.06); 10a) I can use the form of present tense appropriately when I write analytical exposition text ($\bar{x}$= 3.00); 8) I can write arguments to link the thesis statement in the second paragraph ($\bar{x}$= 2.97); 9b) I can write my final thoughts and summarize the body of the paragraph ($\bar{x}$= 2.89); 1) I can collect evidences, for example: facts, experts' opinions, statistics, to support the main point in my arguments ($\bar{x}$= 2.83); 10b) I can link the sentences that I write with conjunctions (e.g., because, so, furthermore, moreover, etc.) ($\bar{x}$= 2.77); 3) I can develop my ideas into paragraphs to the first draft when I write analytical exposition text ($\bar{x}$= 2.77); 7) I can state the topic and establish the point of view (thesis statement) in the first paragraph ($\bar{x}$= 2.60); 5) I can publish my work through a platform introduced by my teacher ($\bar{x}$= 2.54).

The result from the first analytical exposition writing skill questionnaire shows that the lowest score was on the publishing stage. The students were reported that they rarely publish their writing to a platform introduced by their teacher before. Whenever the students have finished their work, they sometimes only present their work in front of the class without getting any comments or feedback from their teacher or their friends. As a result, the students were eager to find out more on how to publish their work digitally, especially they are curious on how to give a comment to their friends' exposition writing. In contrast, once the students had completed learning with the CTL approach for ten weeks, they believed that it had helped them gain more knowledge and improvement on their analytical exposition writing. In addition, the analytical exposition writing questionnaire 2 revealed that their analytical exposition writing skills were improved.

However, after students received the treatment of learning with CTL approach on the process-based analytical exposition writing, the mean score was changed into 3.28. Accordingly, based on the interpretation from Phoong (2021), the result of the mean score indicate that students now had a positive opinions regarding their ability to write analytical exposition writing after they learned with CTL approach for ten weeks. The highest to the lowest mean scores are presented as follow: 1) I can collect evidences, for example: facts, experts' opinions, statistics, to support the main point in my arguments ($\bar{x}$= 3.57); 8) I can write arguments to link the thesis statement in the second paragraph ($\bar{x}$= 3.57); 6) I have time to reflect on what went well and what needs to be improved after I write analytical exposition text ($\bar{x}$= 3.31); 9a) I can restate the thesis statement in the last paragraph($\bar{x}$= 3.29); 2) I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text ($\bar{x}$= 3.29); 5) I can publish my work through a platform introduced by my teacher ($\bar{x}$= 3.26); 10b) I can link the sentences that I write with conjunctions (e.g., because, so, furthermore, moreover, etc.) ($\bar{x}$= 3.26); 4) I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements) ($\bar{x}$= 3.26); 3) I can develop my ideas into paragraphs to the first draft when I write analytical exposition text ($\bar{x}$= 3.23); 9b) I can write my final thoughts and summarize the body of the paragraph ($\bar{x}$= 3.20); 7) I can state the topic and establish the point of view (thesis statement) in the first paragraph ($\bar{x}$= 3.17); 10a) I can use the form of present tense appropriately when I write analytical exposition text ($\bar{x}$= 3.00).

In addition, students were interested in the activity in collecting sources or evidences in the inquiry element of the CTL approach, for example, collecting facts, experts' opinions, and statistics, to support their arguments when they write analytical exposition writing, as they thought that this genre was only based on their own opinions before. They were also added that this activity helps them to construct what they want to write in the arguments of analytical exposition writing. Additionally, students also added that the inquiry stage was useful for them for having knowledge on using search engine appropriately by inserting the right keywords or terms to find evidences to back up their arguments during the writing process.

Research Question 2: What are the eleventh-grade students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills?

In order to find out the eleventh-grade students' perceptions regarding the implementation of CTL approach on process-based analytical exposition writing instruction, questionnaire III (Analytical Exposition Writing with CTL Approach Questionnaire) and semi-structured interview questions were utilized to answer research question 2. The questionnaire was analyzed using descriptive statistics to determine the mean and standard deviations, and the data from the semi-structured interview were analyzed using thematic analysis. In this English writing class at State Senior High School 1, Ciawi Bogor, 35 eleventh grade students responded to the questionnaire. In addition, nine students were selected as representatives to serve as interview respondents. The students were divided into three groups according to their posttest scores: high, average, and low. The high score group consist of student 15

(Student H1), student 27 (Student H2), and student 17 (Student H3). Moreover, the average score group consist of student 9 (Student A1), student 11 (Student A2), and student 34 (Student A3). Lastly, the low score group include student 4 (Student L1), student 18 (Student L2), and student 29 (Student L3).

The results of the questionnaire and semi-structured interview are provided in detail below.

    1) The result from questionnaire

The analytical exposition writing with CTL approach questionnaire was consisted of 11 questions. The questionnaire items were designed into a statement-type, asking students about their perceptions regarding the use of seven learning elements of the CTL approach in the classroom, their ability to write analytical exposition writing according to the correct generic structure and language features after given the treatment.

Table 5: *Analytical exposition writing with CTL approach questionnaire*

Questionnaire Items	($\bar{x}$)	S.D.
1. Constructivism I think the topic in this lesson is relevant to my previous exper knowledge, and current situation.	3.71	0.458
2. Inquiry I think the activity to gather information helps me to discover credible sources that I need to support my arguments when I write analytical exposition text.	3.66	0.482
3. Questioning I think the teacher in my classroom has helped me raise various questions to her in order to support my learning process when I write analytical exposition text.	3.89	0.323
4. Learning community I think working and revising my work with my friends help me develop my analytical exposition writing.	3.74	0.443
5. Modeling a. I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.	3.40	0.604
b. I think I can provide example to my friends when	3.11	0.631

we write analytical exposition text.		
6. Authentic assessment I think my teacher has done the authentic assessment since the scoring is based on my writing process.	3.49	0.507
7. Reflection I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.	3.11	0.583
Analytical exposition generic structure 8. Thesis statement I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.	3.26	0.505
9. Arguments a. I think I have able to collect credible sources (e.g., facts, experts' opinions, statistics, etc.) easily to support my arguments after I learned with the CTL approach.	3.46	0.505
b. I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach.	3.23	0.426
10. Reiteration/conclusion a. I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.	3.23	0.426
b. I think I have able to restate the thesis statement in the fourth paragraph (last paragraph) easily after I learned with the CTL approach.	3.20	0.473
11. Analytical Exposition Language Features a. I think I have able to use present tense appropriately when I write analytical exposition text after I learned with the CTL approach.	3.09	0.658
b. I think I have able to select the appropriate conjunctions (e.g., because, furthermore, moreover, however, etc.) when I write analytical exposition text after I learned with the CTL approach.	3.20	0.584
Grand Mean Score	**3.39**	**0.507**

Scale of interpretation based on Best and Kahn (2016): x̄>2.5(
positive opinion

Best and Kahn (2016) argued that the mean score must be greater than 2.5 in order to perceive that the perceptions have a positive response when interpreting the results of a questionnaire containing four-point Likert scale in statements of perceptions. According to Table 5, the mean score from the questionnaire regarding

the perception of students on learning analytical exposition writing with the CTL approach was 3.39. The results indicate that the students viewed the implementation of the CTL approach in process-based analytical exposition writing instruction positively.

The highest to the lowest mean scores are described in detail as follow: 3) I think the teacher has asked various questions to support my learning process when I write analytical exposition text ($\bar{x}$= 3.89); 4) I think working and revising my work with my friends help me develop my analytical exposition writing ($\bar{x}$= 3.74); 1) I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation ($\bar{x}$= 3.71); 2) I think the activity to gather information helps me to discover credible sources that I need to support my arguments when I write analytical exposition text ($\bar{x}$= 3.66); 6) I think my teacher has done the authentic assessment since the scoring is based on my writing process ($\bar{x}$= 3.49), 5a) I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing ($\bar{x}$= 3.40), 5b) I think I can provide example to my friends when we write analytical exposition text ($\bar{x}$= 3.11), and 7) I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing ($\bar{x}$= 3.11), 9a) I think I have able to collect credible sources (e.g., facts, experts' opinions, statistics, etc.) easily to support my arguments after I learned with the CTL approach ($\bar{x}$= 3.46); 1) I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach ($\bar{x}$= 3.26); 9b) I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach ($\bar{x}$= 3.23); 10a) I think I have able to write my final thought and summarize the body of the

paragraph easily after I learned with the CTL approach ($\bar{x}$= 3.23); 10b) I think I have able to restate the thesis statement in the fourth paragraph (last paragraph) easily after I learned with the CTL approach ($\bar{x}$= 3.20), 11b) I think I have able to select the appropriate conjunctions (e.g., because, furthermore, moreover, however, etc.) when I write analytical exposition text after I learned with the CTL approach ($\bar{x}$= 3.20); 11a) I think I have able to use present tense appropriately when I write analytical exposition text after I learned with the CTL approach ($\bar{x}$=3.09).

According to the scale interpretation mean score from Best and Kahn (2016) on table 5, it can be implied that the eleventh-grade students had positive perception of learning analytical exposition writing with the CTL approach, especially with the seven learning elements being introduced and used with the stages in process-based analytical exposition writing in the classroom. Even though questioning becomes the learning element of CTL approach which has the highest mean score in the questionnaire result, however almost all students revealed that they enjoyed working and discussing the process of writing an analytical exposition text in a group because they were able to directly generate ideas and develop them in accordance with the generic structure of an analytical exposition text.

2) The result from semi-structured interview

The semi-structured interview was conducted to explore an in-depth information from the students to share their perceptions regarding the implementation of CTL approach to process-based analytical exposition writing instruction in the classroom. There was a total of nine students who became the representative for the interview and students were selected based on their performance score on the posttest, which are

high, average, and low score. The group of students with high performance comprises three individuals, namely student 15 (Student H1), student 27 (Student H2), and student 17 (Student H3). Furthermore, the average score of the students comprises student 9 (Student A1), student 11 (Student A2), and student 34 (Student A3). Lastly, the low-score students were student 4 (Student L1), student 18 (Student L2), and student 29 (Student L3).

There were four questions which are translated to Indonesian and used in the interview then the result was transcribed back to English. Several questions were also asked to elicit in-depth responses from the students. After coding the interview transcribe, there were three themes came up which are: advantages of learning with the CTL approach, challenges of learning with the CTL approach, and students' perceptions of learning with the CTL approach in process-based analytical exposition writing. Moreover, the interview was analyzed based on the three themes mentioned. Each of the components will be described in detail below, along with the student responses.

Table 6: *Categories from interview findings*

Themes of interview findings	Key coders
Advantages of learning with the CTL approach	Students state the advantages of learning with the CTL approach (key statement: learning with topics that have relevancy with their prior experience, learning writing with detailed steps)
Challenges of learning with the CTL approach	Students state the challenges of learning with the CTL approach (key statements: have difficulty in learning with many CTL elements, difficulty in

	gathering data in inquiry element)
Students' perceptions of learning with the CTL approach in process-based analytical exposition writing	Students state their overall view of learning with the CTL approach specifically in process-based analytical exposition writing (key statements: learning how to collect credible information to support ideas, publishing the work to online writing platform, collaborating with group)

2.1) Advantages of learning with the CTL approach

According to the interview result, all respondents reported that they were benefited from learning with the CTL approach in this English writing classroom. The advantages stated include learning to write with topics that that is relevant to their experience and has real-world significance, and learning to write with detailed writing steps.

Student H1: "In my opinion, this approach is very interesting and unlike the regular class, we are taught with the topics that could relate with our experience before, and it really helps me in the process of writing the exposition text as I know the topic that is being discussed about in the class and the topic is also relate to my experience."

Student H2: "In my opinion, this approach helps the English writing lesson becomes more fun and interesting, and since the class is more intensive than our regular class, we can learn more about topics that

relates to our life as a high school students, and since this approach lets us to work as a group, so it really helps me if I run out of ideas, so we can brainstorm with our friends in the group and can help us improve in developing our exposition writing."

Student H3: "The advantage of this approach is that it can help us to learn according to context, which helps us to write with the topic that has relation to our experience. If we understand the topic that has connection to us previously, maybe this can be one of the ways to help us write the exposition text in the future."

Student A1: "In my view, learning writing with this approach is really interesting and becomes a new knowledge for me, because if I learn in my regular class I have not had the experience learning in this way, and the steps of writing exposition text is also taught in detail, so it helps us to write down the exposition text, for example, like the first stage, brainstorming, before we develop our writing in the paragraph, and to me this approach can add up a new knowledge to me as well."

Student A2: "The advantage of learning in this class is that we learn English based on the topic that we have interest in. We usually learn with the topic that is difficult to understand and even has quite a complex vocabulary in our textbook, so as students we often face with difficulty to write in the class, however if we learn with this approach, we can study with the topic that is easy for us to

understand and the topic is also popular in our age as a teenager, and we also learn according to the context of our experience."

Student L1: "This class to me is quite different than the regular class because we are learning with the approach that let us write with the topic that is relevant to our life, and I feel like this approach helps me a lot because my English is not that good so if I learn with this approach, I can learn English writing with the topic that I understand, and also with the detailed steps in writing too."

Student L2: "The advantage is that we can relate with the topics that we learn and can help the writing process in the classroom to write down the exposition text with correct paragraph structure."

Each of them agreed that the approach helps them to learn English writing with the topic that has real-life significance and has the relevancy to their prior experience, thus it leads them to learn and produce analytical exposition writing smoothly as they comprehend the topic which is being talked about in the classroom. In addition, students with the average and low score also reported that the approach could assist them in learning to write analytical exposition texts with detailed writing steps, which helps them construct their writing clearly from the beginning (pre-writing) to the end (publishing and reflecting on the lesson).

2.2) Challenges of learning with the CTL approach

Despite having the advantages, students from the interview session also reported some challenges when learning with the CTL approach. Besides having to learn with a lot of learning elements in the CTL with quite a limited time in each session every week, students also specifically mentioned some difficulties that they faced in the specific learning elements of the CTL approach, namely gathering information in the inquiry element, as told by student 27 (Student H2), student 29 (Student Low 3), student 34 (Student Average 3), and student 18 (Student Low 2) below.

Student H2: "The challenge that I face is because there are <u>a lot of learning elements</u> that we must go through, we need more time to finish the writing process, and usually the class only last for 90 minutes and we have to learn with these elements so we need to arrange time as best as we can so that we can put our ideas that we wrote in brainstorming to be developed in the exposition paragraph."

Student L3: "To me the challenging part from learning with this approach is when I have to <u>gather some resources</u> such as facts or percentage in English, because personally English itself is already challenging to myself and I need more time to gather those resources that can be used to support the argument paragraph part in this exposition text."

Student A3: "The difficulties might probably happen because there are <u>a lot of steps</u> that we must go through and each element has its

own challenge, like for example when we collect information in this inquiry element, until the last step when we write in this class."

Student L2: "In my opinion the challenge by learning with this approach is when we have to <u>do research to gather data in this inquiry element</u>, the reason was because I am not used to collect some data that has credible information, although I have learned the steps to gather credible data in the class, but the information must be in English so sometimes I find some words that I don't really understand."

2.3) The students' perceptions of learning with the CTL approach on process-based analytical exposition writing

From the interview result, students reported that the CTL approach helped them during the process of writing analytical exposition. Specifically, each of them stated various learning elements to help in the writing process. The learning elements include inquiry (the activity of gathering information), authentic assessment (the activity of publishing their work to an online writing platform), and learning activity (the activity of collaborating in group to do process-based analytical exposition writing).

Student H1: "In my opinion these seven learning elements from this approach helps me to write analytical exposition text, especially in the second element, about <u>gathering information</u>, I can learn in detail about how to collect credible and valid sources."

Student H2: "I think these seven learning elements are designed to help us write analytical exposition and our learning process in this English class. Personally, I am interested in <u>putting our work to</u> <u>*NowComment*</u>, and giving comments to other group's work in the writing platform as I could learn from their writing style too."

Student L1: "Since I saw that there are a lot of steps (and elements) so I thought it must be difficult to learn English writing in this class and I feel that I want to give up at first, but I <u>got a lot of help from</u> <u>my friends in the group</u> to write the exposition text."

Student A3: "I also have the same view from what my friends said, because learning writing in this English class is quite difficult and we also must know these elements, it was difficult at first, but we <u>got</u> <u>the chance to learn to write- exposition text in groups</u> so we can get help from other friends and we can exchange ideas too."

Research Question 3: How can CTL approach improve eleventh grade students' analytical exposition writing skill?

Reflection pages were used for looking into how the CTL approach improves the analytical exposition writing skills of eleventh-grade students. Nine students which are grouped based on their score performance: high, average, and low score must publish a reflection page in Google Classroom at the end of the second lesson of the week. The group of students with high performance include student 15 (Student H1), student 27 (Student H2), and student 17 (Student H3). Furthermore, the average

score of the students include student 9 (Student A1), student 11 (Student A2), and student 34 (Student A3). Lastly, the low score students were student 4 (Student L1), student 18 (Student L2), and student 29 (Student L3).

The data was analyzed with content analysis. Students' answer from the reflection pages were categorized into four key concepts that was developed by the researcher based on the characteristics of contextual teaching and learning approach by Johnson (2002: 24), which consist of 1) doing significant work, 2) self-regulated learning, 3) collaborating, and 4) enhancing critical thinking. Moreover, the table below shows the frequencies and percentages of the keywords found in students' reflection pages.

Table 7: *Frequencies and percentages of key concepts from students' reflection pages*

Students' answer from reflection pages	Frequencies	Percentages
Making meaningful task (doing significant work)		
Improvement in having good content knowledge, and publishing the work to be read by wider audiences through using online writing platform.	21	52.5%
Gathering information independently (self-regulated learning)		
Improvement in learning to collect credible information on students' own to support the ideas in writing analytical exposition.	5	12.5%
Working with group (collaborating)		
Improvement in writing analytical exposition after working together in group as well as having the opportunity to receive feedback.	13	32.5%
Asking some questions (enhancing critical thinking)		
Improvement in enhancing critical thinking with questioning activity.	1	2.5%
Total	40	100%

The table above shows the way in which the CTL approach helps improve students' analytical exposition writing skills in four aspects based on the characteristics of the contextual teaching and learning approach, which consist of making meaningful tasks (doing significant work), which gains 52.5%, gathering information independently (self-regulated learning), which gains 12.5%, working with groups (collaborating), which gains 32.5%, and asking some questions (enhancing critical thinking) in 2.5%. First, by making meaningful tasks, students gain relevancy in writing with the topic that is relevant to their prior knowledge and experience, making it easier for them to construct their exposition writing as they have good comprehension of the topic being discussed. Moreover, students also reported that the activity of publishing their work on an online writing platform is considered as a meaningful task since their writing can be read by a wider audience. Second, students stated that they had the opportunity to learn independently through the activity of gathering credible information. By doing this, students can carefully read and select the information that they think is credible to support their writing, especially when writing the argument part of an analytical exposition. Furthermore, by working in groups, students reported that they could easily exchange ideas and give each other's input in the process of writing an analytical exposition. In addition, asking some questions becomes the last way that the approach helps improve students' skills in writing analytical exposition. By asking questions, students reported enhancing their critical thinking as the questioning activity stimulates them to discover the answer by themselves as the teacher does not give the answer instantly but rather prompts another question to provoke their thinking.

1. **Making meaningful task**

Based on the students' reflection pages, students reported that the CTL approach helps improve their skill in writing analytical exposition as they found relevancy with the topic being discussed. Students had good content knowledge because the topic was based on their experiences and interests. Consequently, it became easier for students to construct their desired writing based on the structures of analytical exposition text. Additionally, students can engage with the topic at hand and express their ideas more effectively. Furthermore, in writing analytical exposition text, students have a strong interest in discussing social media, traveling, recent Indonesian popular news, and the environment.

> **Student L3**: "The most interesting things that I learned from this
>
> class with the CTL approach is to explore and learn new topic which
>
> obviously relevant to my interest and my experience as an eleventh-
>
> grade students."

> **Student A2**: "The activity that I enjoyed the most to help me
>
> improve my exposition text in this class is to learn writing with
>
> current events, because I quite enjoy to study new topics especially
>
> about recent popular news that I have known before."

Another finding from the students' reflection pages showed that students consider the activity of publishing their work to an online writing platform as a meaningful task since it gives them an opportunity to promote their writing to be read by wider audience. Students wrote that they were more eager to write and produce an analytical exposition text in a correct structure as they know that their writing will be

read and given suggestions both from their teacher and friends in the classroom. Throughout the meetings, students have written four different topics of analytical exposition texts under the theme environment (Are eco bags useful for the environment?), recent popular news and social media (Should TikTok be banned in Indonesia? / Should students have cell-phone screen time?), and traveling (The best travel destination in Indonesia) to be uploaded on an online writing blog platform called *NowComment*.

> **Student A3**: "I would like to find out more about how to write a good exposition text and steps to be done so the exposition text that I write can have good structure and can be understood and interest the readers. In the *NowComment* platform I can upload the writing that my friends and I did in the group, I can also read other friends' work in this platform too."

2. Gathering information independently

From students' reflection pages, it was found that the inquiry learning element assist them to gather information on their own; such as facts from the experts, statistics, read and discuss with their friends to analyze whether the gathered information is relevant and credible to be used to support their argument paragraph during the process of writing analytical exposition text.

> **Student H1**: "The activity of gathering sources from the internet helped me to search and select a valid data and how to put those data or information to the exposition text especially in the argument part, and to fully understand the characteristics of credible information.

With this activity I gain more knowledge on gathering relevant and
credible information on my own to improve my writing."

3. Working with group

Based on the student's reflection page, it was stated that she got helped from her
friends in her group to write on each generic structure of analytical exposition
according to the topic being discussed. She also mentioned that she often struggles in
writing introduction paragraph or thesis statement. However, after participating in the
group discussion, student reported to gain more insight and have quite an
improvement on how to break down ideas and write the thesis statement in analytical
exposition paragraph.

> **Student A1:** "I think I enjoy working with friends in my group as I
> can get suggestions when I want to try writing the thesis statement.
> Since I always find difficulties in writing at the beginning of the
> paragraph, however, after working with my friends in the group for
> quite a long time, I know how to write the thesis statement that can
> be understood by the readers."

Moreover, another student was also reported that he has difficulty in using
present tense with facts. However, after participating in the group work, he then
reported that his friends helped him to correct his tenses when he wanted to write
analytical exposition text.

> **Student L2**: "The most challenging part that I found during the
> learning process in this class was when I must use present tense in
> the exposition text, as I only have a beginner or limited knowledge

about present tense. With having group work, I can get help from my friends whenever I want to take part to write in the exposition paragraph. My friends in the group helped me to correct my tenses there."

4. Asking some questions

Furthermore, a student reported in her reflection page that the questioning activity help them to solve their problems on using the language features of analytical exposition, such as using present tense and conjunction correctly. Moreover, since students had quite limited knowledge on using conjunction in their writing, they make a good use of the questioning activity in the questioning learning elements of CTL to ask or confirm their understanding of conjunctions in the analytical exposition writing or other writing stages that they did not understand.

> **Student H2**: "The learning activity which helped me improve my analytical exposition writing in this class is when I ask my teacher in the class about grammar. Especially in conjunction part. Whenever I ask something, I am trained to find out the answer in process, so I don't get answer instantly. I think this activity is great because I can develop my ability to solve the questions by my own."

4.4 Chapter Summary

This chapter discusses the findings of a study regarding the effects of contextual teaching and learning (CTL) on the analytical exposition writing skills of senior high school students. The study consists of three research questions regarding the effectiveness of implementing the CTL approach to process-based analytical exposition writing instruction in order to improve the analytical exposition writing skills of senior high school students. After analyzing the first research question using the paired sample t-test and descriptive statistics, it was found that the students' analytical exposition writing skills improved significantly after receiving the treatment. In addition, the second research question demonstrated that students had a positive perception toward the implementation of the CTL approach in the classroom, and it was discovered that the use of topics that are relevant to the students' real-world context assists them in writing effective exposition texts because they have a strong understanding of the topic and the content knowledge. Finally, there are four ways that the CTL approach help improve students' skill in writing analytical exposition. This includes making meaningful task, gathering information independently, working with group, and asking some questions.

Chapter 5
Summary, Discussions, and Recommendations

This chapter discusses the findings on the effects of contextual teaching and learning (CTL) approach to analytical exposition writing skill of senior high school students in Indonesia. The chapter consist of a summary of the study, summary of the research findings, discussions, pedagogical implication, limitation of the study, and recommendation for the future studies.

5.1   Summary of the study

This study comprises of three research questions to explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning (CTL) approach, identify students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and to investigate the way in which CTL approach help improve students' analytical exposition writing skill. The study uses a one-group pretest-posttest research design to measure the effects of the instruction.

The participants in this study are 35 female and male students from science program at State Senior High School 1 Ciawi Bogor who were in the second semester of the academic year 2023. The implementation of CTL approach to process-based analytical exposition writing instruction was lasted for ten weeks in a total of twenty meetings, by pretest conducted in the first week and posttest in the last week.

There were two instruments utilized in this study, which are research instruments and instructional instruments. The research instruments consist of analytical exposition test, questionnaires, semi-structured interview questions, and reflection page. Meanwhile, the instructional instruments in this study were lesson plan,

process-based analytical exposition feedback sheet, and analytical scoring rubric to assess students' analytical exposition writing.

During the ten-week classroom intervention, students attended the class twice a week with 90 minutes duration for each session. The students were required to report their analytical exposition writing ability on their own by using questionnaire I and do the writing pretest to measure their ability in writing analytical exposition on the first week of the meeting. After they finished with their pretest, they had to complete the needs analysis asking about their topic of interest to be discussed in the classroom before given the classroom intervention, which was the implementation of the contextual teaching and learning (CTL) approach to process-based analytical exposition writing instruction. Lastly, the students took the writing posttest for measuring their improvement on analytical exposition writing and report back their analytical exposition writing ability with questionnaire II after having the treatment. Moreover, to get an in-depth information regarding their perceptions of learning with the CTL approach in the classroom, nine students were selected based on their posttest score performance: high, average, and low score to be participated in a semi-structured interview. In addition, the reflection pages that students turned in in the Google Classroom were used to look into the way in which the approach help improve their analytical exposition writing skill.

The analytical exposition writing rubric was used to assess the students' writing skill. An inter-rater who has nine years of experience teaching English as a foreign language in Indonesia assisted to rate the students' analytical exposition writing in order to verify the reliability of the score from the students' writing. The scores from

pretest and posttest were analyzed by using paired-sample t-test to compare the students' ability in writing analytical exposition text before and after the treatment. Furthermore, the data from the questionnaires were analyzed by using descriptive statistics to find mean, frequencies, and standard deviations. Lastly, the result from semi-structured interview was analyzed by thematic analysis, while the reflection page was analyzed by using content analysis.

5.2 Summary of the findings

The findings from the study were based on three research questions: 1) to what extent can the contextual teaching and learning (CTL) approach enhance analytical exposition writing skill of eleventh grade students in Indonesia; 2) what are the eleventh-grade students' perceptions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills; and 3) how can CTL approach improve eleventh grade students' analytical exposition writing skill.

To answer the first research question, analytical exposition test was used to compare the students' writing ability before and after given the treatment. It was found that there was a significant difference between the pretest and posttest mean score at the significant level of 0.05. The mean score from the pretest was 9.63 and the mean score from the posttest was 14.23. The difference of mean scores from the tests was 4.60, indicating that students showed a great improvement in their analytical exposition writing. It can be concluded that the contextual teaching and learning (CTL) approach could improve eleventh grade students' analytical exposition writing skill.

Besides using pretest and posttest which cover the same topic, two questionnaires; analytical exposition writing skill questionnaire I and II were distributed during the pretest and posttest. The result from the students' questionnaire on assessing their ability of writing analytical exposition skill in the classroom was interpreted based on the scale of interpretation by Phoong (2021), and it differed before and after given the treatment. The mean score in the students' first questionnaire was 2.95, resulting in a neutral response. In addition to this, students reported that they are not used to publish their writing to a platform introduced by their teacher. As a result, the students gained quite a curiosity in knowing the ways to publish their writing to be read by larger audiences. Over and above that, the mean score of the students' second questionnaire was 3.28, resulting in a positive response. It can be said that students reported to gain an improvement in their analytical exposition writing skill after given the treatment in the classroom, especially in learning in details about steps of gathering relevant and credible information to support their main point in their argument paragraph, as well as writing arguments clearly in the analytical exposition text.

The answer from the second research question of this study was derived from questionnaire III and semi-structured interview with nine students in order to collect the data from students' perceptions. The result from questionnaire III showed that students had positive perceptions toward the implementation of the CTL approach in process-based analytical exposition writing instruction based on the scale interpretation of Best and Kahn (2016). Moreover, the result from semi-structured interview also resulting the same response. Nine students who became the respondents in the interview had positive perceptions toward the approach. Additionally, students also benefited from learning with the CTL approach in the

classroom especially during their writing process. They found that the approach allows them to learn English writing with the topic that they know at hand and the topic that relates to their real-life experience as a high school student, making them to have good understanding of the topic and having good content knowledge to write analytical exposition text according to its generic structure. Apart from this, however, students also reported to tell the disadvantages of the approach. Some students stated that they sometimes had quite a difficulty in following the learning steps in the classroom as there are quite a lot of stages that the students had to go through with a span of 90 minutes class duration. Moreover, students also faced with the difficulty in gathering resources by their own from the inquiry element of the CTL approach in order to support the main point of their argument paragraph in the exposition writing, as they are not accustomed in reading some information in English language.

Lastly, from the students' reflection page, it can be found that there are four ways that the CTL approach helps improve the students' analytical exposition writing skill. This includes making meaningful task, gathering information independently, working with group, and asking some questions.

5.3 Discussions

The objectives of this study were to 1) explore the effects of analytical exposition writing skills of eleventh grade students after learning with contextual teaching and learning (CTL) approach in Indonesia, 2) identify eleventh grade students' opinions of learning with contextual teaching and learning (CTL) approach to improve their analytical exposition writing skills, and 3) investigate the way in which CTL approach help improve eleventh grade students' analytical exposition writing skill. The results

of the study were discussed in three aspects: students' analytical exposition writing skill, students' perceptions toward learning with the CTL approach, and the way in which the approach improves students' analytical exposition writing skill.

5.3.1 Students' analytical exposition writing skill

The present study showed that the implementation of contextual teaching and learning (CTL) approach on process-based analytical exposition writing instruction improved the analytical exposition writing skill of eleventh grade students. The students' posttest result revealed that they performed their writing better after receiving the treatment. The finding was aligned with the previous studies (Hasani, 2016; Indrawati and Ayob, 2018; Wicaksono, 2019; Risan, et al. 2021).

First, the students' skill in writing analytical exposition writing improved in terms of constructing their writing according to the paragraph structure, which consist of thesis statements, arguments, and conclusion. Before the treatment given, students mostly compose their ideas with lack of paragraph structure of analytical exposition text. They went straight to write the reason in the paragraph as the test asked the students to write under the topic "why is learning English important?" In contrast, after the CTL approach was implemented on process-based analytical exposition writing instruction, students had improvement in constructing their paragraph according to the generic structure of the text. The finding is consistent with a study from Hasani (2016), who mentioned that the contextual teaching and learning (CTL) approach was effective to improve students' exposition writing skill, especially on the paragraph structure. The CTL approach was told to engage students in the writing activity, as the topic used in the class was based on their prior experience, making the

students easier to construct what they want to write on each paragraph structure as they were familiar with the topic being discussed in the classroom.

Second, students demonstrated an improvement of putting relevant and credible information in order to support their paragraph when writing analytical exposition after learning with the CTL approach. The statement is aligned with the finding from the study of Indrawati and Ayob (2018), who reported that students had significant improvement in writing the exposition text with complete structure, especially in elaborating the argument paragraph with relevant sources. The improvement occurs because the approach allowing students to stimulate their thinking and to train them to utilize resources; such as data from experts, facts, or statistics to support their writing.

In addition, the CTL approach also improves students' vocabulary knowledge. Previously, students reported to have difficulty in using appropriate words with the context being discussed. However, after the application of the approach on the process-based analytical exposition instruction, students in this study improved on the two areas mentioned as they thought that the gathering and reading sources of information to support their paragraph in the inquiry learning element as well as working with group in the learning community element were useful to help them improve their vocabulary. The result is consistent with Wicaksono (2019) as well as Risan et al. (2021), who found that the contextual teaching and learning (CTL) approach could improve students' exposition writing on the vocabulary component. The improvement occurs because the teacher gave students a set of word lists related to the topic being discussed before learning in the class, and students were also

required to gather more information regarding the use of those words thus making them easier to write analytical exposition text.

5.3.2 Students' perceptions toward learning with the CTL approach

The second research question was intended to explore students' perceptions toward learning with contextual teaching and learning (CTL) approach, and questionnaire III as well as semi-structured interview were used to obtain the data. The result from the questionnaire states that students have positive perceptions toward learning with the CTL approach in the classroom in order to help improve their analytical exposition writing ability. The result is consistent with a study from Kadarwati and Aswandi (2015). Based on the questionnaire result, students had a positive attitude toward studying English writing with the CTL approach. The reason for this was that the students agreed the approach would assist them in writing from personal experience. Furthermore, students were very interested to learn writing because the teacher consistently provided examples that related to their daily lives. Similarly, the study from Hakim and Sari (2022) yielded the same conclusion regarding students' perceptions toward CTL approach. According to the questionnaire used in their study, the majority of students agreed that the contextual teaching and learning approach improved senior high school students' English writing skills.

Moreover, to get an in-depth information from the students, semi-structured interview session was conducted. The result from the semi-structured interview also indicated that students had positive perceptions on learning with the CTL approach in the classroom.

First, nine students who became the respondents stated that the CTL approach was useful for them in providing a chance to learn with the topic that is relevant to their prior experience as a student. The result is consistent with a study from Satriani et al. (2012), who noted that students in their study were able to review the previous lesson before the lesson began as they remembered the topic that relates to their experience; therefore, it can be said that the CTL approach can engage students in writing activity because the topic given has real-world relevancy to them. Moreover, Windi and Suryaman (2022), also reported that the implementation of CTL approach in their study assisted the students in providing them with writing topics that they could readily comprehend. In addition, it was stated that the CTL approach is effective in enhancing the quality of the writing learning process and learning outcomes in the English classroom.

Second, students also reported some challenges in learning with the contextual teaching and learning (CTL) approach, particularly in the process-based analytical exposition writing instruction. Since the classroom duration was only 90 minutes per session, the majority of students discussed the difficulty of having a limited amount of time to acquire all of the learning elements of CTL to be applied to their writing process. The challenge about time allocation in implementing each of the learning elements of CTL approach to analytical exposition writing instruction was also found in Tiarasari et al. (2020) who argued that although students' analytical exposition writing improved as a result of the implementation of CTL; however, the time allocated to teach each learning element of the approach to writing instruction has become a limitation in their research. Along with this, Alfian (2019), also noted that that despite the seven learning elements of the CTL approach being successfully

implemented in the classroom, students frequently did not have time to reflect on the lesson from each session because they had to move on to study a new topic in their regular classroom and the teacher did not have more time to address all of the students' challenges and difficulties in comprehending the writing lesson. Furthermore, apart from sharing the challenge in inadequate amount of time, students with average and low score also reported to face difficulty in gathering information in the process of writing analytical exposition. In accordance with the contextual teaching and learning principle, students are expected to independently explore variety of information through gathering information activities during the learning process. The gathering information was reflected on the inquiry learning element of CTL approach, which require students to acquire information such as facts, present studies, or statistics to support their argument when they attempt to write the argument structure of an analytical exposition text. Based on the interview result, it was found that average and low score students had difficulty in doing this activity since they were not accustomed to read the related information in English language. The finding of average and low level students having struggle during the inquiry process was supported by Hasani (2016), who mentioned that the inquiry process in his contextual classroom was ineffective to be given to students who has low critical thinking ability as students were unable to collect information and knowledge independently through the inquiry process.

Finally, the results of students' perceptions of learning with the CTL approach to process-based analytical exposition writing instruction are divided into three perspectives, which were expressed by students with high, average, and low score. Each group had differing perceptions regarding the approach as a method for

enhancing analytical exposition writing skills. When writing analytical exposition texts, stronger students with high posttest scores reported benefiting from the approach in terms of getting sources of information to support their ideas and arguments. The activity of gathering information on process-based analytical exposition writing activity is based on the inquiry learning element from the conceptual framework in this study. The statement mentioned is aligned with result of study from Syafira and Afnita (2022) who reported that the use of a contextual teaching and learning approach in the classroom is effective in assisting students to conceptualize their writing because they could independently explore some information and use the gathered information to construct their writing in each generic structure (thesis statement, arguments, conclusion). In addition to benefiting from the inquiry learning component of the CTL approach to process-based analytical exposition writing instruction, students agreed that they have interest in publishing their work to the online writing platform, since it gives them the opportunity to show their work to be read by wider audience. In addition, they could comment on each other's suggestions because the platform includes a comment section, allowing them to practice giving constructive feedback to their peers. According to Boas (2011) and Rahayu (2021), the use of online writing platform can improve students' expository writing skill as it enhance collaborative learning activities by allowing students to use the comment section as their discussion forum. In contrast with high score students, average and low score students perceived the CTL approach differently in the classroom. Students reported that the learning community from the approach was useful to help them improve their exposition writing ability. It is stated that this element was beneficial because writing in English is already difficult for them;

however, because they work in groups, they can learn how to construct analytical exposition writing in the classroom with the assistance of their classmates. They could also respond to the group's suggestions in order to improve their ability to write exposition with the correct structure and language features. In their respective studies, Hakim and Sari (2022) and Oktaviany et al. (2022) emphasized that the students in their study had positive and enthusiastic attitude during the learning activity to write exposition text because they were formed in group who has diverse English ability; consequently, average, and low-performance students could benefit from learning writing with their friends who have high-level English proficiency in the classroom. Moreover, MacGregor (2022) added that collaborative learning experience can be beneficial for students in comprehending, responding to, and questioning teachings in groups, resulting in long-lasting student learning.

5.3.3 The way in which the approach improves students' analytical exposition writing skill

According to findings from the qualitative data analysis derived from students' reflection pages, the contextual teaching and learning approach can enhance their analytical exposition writing skills in several ways. This includes making meaningful task, gathering information independently, working with group, and asking some questions.

First, in terms of making meaningful task, students reported that they could construct their writing more effectively by outlining their thesis statements, arguments, and conclusion because they learn with the topic that they comprehend and relate to their prior experience. The finding is consistent with the studies from Listanto and Fegy Lestary (2019), and Salima and Hidayat (2020). Before implementing the CTL approach, it was reported that students had difficulty

composing exposition text because the topic discussed from their textbook was too difficult for them to comprehend, thereby limiting their ability to write analytical exposition text. On the other hand, after receiving the CTL approach an improvement occurred because the topic discussed during the classroom intervention was relevant to the students' prior experiences, allowing them have a solid grasp of the writing topic. In addition, students also reported that they have the opportunity to do meaningful task in the writing process. The task that students performed in the classroom for this study was to publish their work to an online writing platform called *NowComment* (https://nowcomment.com/) in order for their work to be read by wider audience. On the platform, they could not only publish their work as the final step of a process-based analytical exposition writing activity, but they could also use the comment section to start a discussion and provide feedback on their peers' writing. The use of an online writing platform was emphasized in the study of Yousefifard and Fathi (2021), who noted that by using the platform, students could have constructive feedback from their peers and use the feedback given to from a better analytical exposition paragraph.

Second, in terms of gathering information independently, students stated that learning how to search information on their own based on the guidelines provided improved their ability to support their analytical exposition paragraph with relevant and credible information. The result from this statement is aligned with Derseh (2020) as well as Wale and Bogale (2021), who noted that the stage of accumulating information in the inquiry learning element facilitates students in conducting research and observing information to support them in writing according to the paragraph structure.

Third, working with group can facilitate a collaborative learning environment among students in the classroom. During the writing process, students can discuss and generate ideas collectively; consequently, they can provide feedback and suggestions to one another when revising their work. It is consistent with what Xiang et al. (2022) said in their study, who stated that collaborative learning should be incorporated in a process-based English writing classroom. During the implementation of collaborative learning in their study, students can engage in brainstorming, reviewing outlines, revising and edit their peers' writing, as well as sharing feedback and reflections as a group, therefore, they can have access to learning resources inside a supportive learning community.

Finally, the questioning activity can stimulate students' thinking in checking their understanding of the paragraph structures and grammar used in analytical exposition writing. A student noted on their reflection pages mentioned that when she had difficulty in recalling the grammar used in the analytical exposition, she asked questions to the teacher to confirm the knowledge that she previously gained. Additionally, during the questioning stage, students were challenged to find their answer on their own as the teacher only pointed at some clues or use concept-check question to stimulate their thinking in the classroom. Johnson (2002) stated that questioning element in the CTL has several advantages, including assisting teachers in assessing the comprehension of students, encouraging student participation, motivating students to ask more questions, and refreshing their knowledge. The use of questioning to facilitate students in doing the process of writing analytical exposition text is consistent with Indrilla (2018), who found that the questioning activity from the CTL approach improves students' critical thinking by training them to develop an

awareness of acquiring answers or knowledge through concept-check questions posed by the teacher. The element of questioning also encourages students to become active learners throughout the writing process.

5.4 Pedagogical implications

There are several pedagogical implications that can be drawn from the findings of this study as described in detail below:

First, the learning elements from CTL approach can be incorporated into process-based analytical exposition writing instruction. Each element integrates with the stages of a process-based analytical exposition writing. Moreover, one of the learning elements from CTL approach, learning community, can be incorporated from the very beginning of the writing stage. Given the size of the classroom, it is strongly encouraged that students be divided into groups in order to maximize the effectiveness of the learning activity and to enhance collaborative learning to happen in the classroom.

Second, the use of needs analysis is effective for implementing the concept of CTL approach because it is stated that learning activity will be meaningful if they are incorporated with students' prior experience. If needs analysis is used to investigate students' learning experiences and interests, then the students' topic selection derived from the needs analysis could be utilized into process-based analytical exposition writing instruction.

Lastly, the application of authentic task and assessment in this study is beneficial for enhancing students' analytical exposition writing ability. Students' ability to

provide constructive feedback on their peers' exposition writing as enhanced by the use of a writing blog as part of their authentic task, while the use of portfolio and a feedback sheet could be useful as a way to evaluate students' writing in process-based analytical exposition writing instruction.

5.5 Limitation of the study

Given that the implementation of contextual teaching and learning (CTL) approach was successfully implemented, however, this study had some limitations. The first limitation in the analytical exposition writing of students was their level of preparedness. It was mentioned that it took them some time to grasp and follow the writing lesson by integrating the seven learning elements into process-based analytical exposition writing steps; therefore, a one-day writing training was insufficient to expose students to the learning activities, especially given their diverse English ability, therefore some students may struggle in following the lesson, such as in the activity of gathering sources that relates to the inquiry. In this situation, it would be advantageous for the teacher to employ the scaffolding method to support students as they get used to learning with the seven learning elements and to help them relate their learning experience to the writing lesson.

This research was also limited by time constraints. The seven learning elements of CTL approach are integrated into process-based analytical exposition instruction. Since students are unfamiliar with the approach during the writing process, it may take some time for them to comprehend the information; however, each class meeting lasted only 90 minutes. As a result, students were required to keep up with their learning pace for a short period of time during a process-based writing lesson. In

addition, teachers may have difficulty implementing authentic assessment, such as providing immediate feedback, because it requires extensive planning and the distribution of appropriate feedback to each group in order to enhance their analytical exposition writing skills. In addition, because the contextual teaching and learning (CTL) principle emphasizes learning activities that relate to students' real-world connections, teachers may need to adapt and plan an additional lesson in process-based writing and provide students with supplementary materials. In order to enhance the efficacy of the lecture, these plans require additional time to complete.

5.6 Recommendations for future studies

Further study on implementing a contextual teaching and learning (CTL) approach to process-based analytical exposition writing instruction could investigate the following recommendations:

First, since there is still limited study on explaining how the seven learning elements from CTL approach could be integrated in a process-based analytical exposition writing instruction, a thorough examination of relevant literature is needed in order to demonstrate how each learning element can be incorporated into the instructional framework for process-based analytical exposition writing. According to the relevant literature, the CTL approach was derived from a constructivist learning design; therefore, constructivist learning design steps (bridge, situation, grouping, questions, exhibit, and reflection) that reflect on CTL learning elements can be used to explain how each CTL learning element integrates into process-based analytical exposition writing instruction.

Second, in a classroom which has strong level English ability, students as a group can be encouraged to come up with finding different issues on their own to write their analytical exposition writing. By writing with various issues under the same topic, students can strengthen their critical thinking ability to select the issues that they thought relevant to their prior experience or their daily lives as a senior high school student.

Third, in a classroom with mixed-ability students, it is recommended that a list of vocabulary on a specific topic to be discussed in a process-based analytical exposition writing activity be distributed in advance to students so that when they learn the word in class, the teacher can elicit each of the words to facilitate students' use of the list of vocabulary in their writing.

Lastly, although time-consuming, the use of a feedback sheet as part of students' authentic assessment in the process-based writing class is beneficial in providing students with the opportunity to receive constructive feedback as a means of enhancing their ability to write analytical exposition texts in each generic structure. In a small classroom, the use of feedback sheets as an assessment tool can be improved by adding a weekly meeting with each group to increase the effectiveness of feedback delivery to students.

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Appendix A
Pretest and Posttest English Writing

Analytical Exposition Text

Date	:
Name	:
Student no.	:

Instruction : **Write a text in at least 200-250 words with a thesis statement or main ideas, arguments, and conclusion on the topic <u>Why is learning English important?</u> Give reasons to support your opinion. You may use a dictionary to help translate some words to English.**

Time : **80 minutes**

Petunjuk: Tulislah sebuah teks dalam 200-250 kata dengan sebuah paragraf ide pokok, argumen, dan kesimpulan pada topik "<u>Why is learning English important?</u>" Berilah alasan untuk mendukung opini Anda. Anda bisa menggunakan kamus untuk menerjemahkan beberapa kata ke Bahasa Inggris.

Waktu: 80 menit

Appendix B
Analytical Exposition Writing Rubric

CRITERIA	PERFORMANS LEVELS			
	VERY GOOD 4	GOOD 3	MODERATE 2	POOR 1
Content	Content is completely relevant with the context being discussed. It comprises of fully consistent sentences that reinforce the main idea.	Content is generally relevant with the context being discussed. With a few exceptions, the sentence structure is generally consistent and supportive of the main idea.	Content is somewhat relevant with the context being discussed. A few conflicting sentences prevent it from properly supporting the main idea.	Content is irrelevant with the context being discussed. It has inconsistent sentences that do not support the main idea.
Paragraph Structure	Paragraph structure is completely relevant. The thesis statement, arguments, and reiteration/conclusion sentences are written clearly.	Paragraph structure is generally relevant. The thesis statement, arguments, and reiteration/conclusion sentences are written with a few errors that do not compromise the paragraph's coherence.	Paragraph structure is somewhat relevant. The thesis statement, arguments, and reiteration/conclusion are written with several errors that affect the paragraph's coherence.	Paragraph structure is irrelevant. The thesis statement, arguments, and reiteration/conclusion are written incoherently.
Evidence	Sources are used and stated clearly to support each topic sentence.	Sources are used and generally stated to support topic sentence.	Sources are used and somewhat stated to support topic sentence.	No sources used and/or does not support any topic sentence.
Grammar and Vocabulary	There are no errors made in the use of present tense and vocabulary is completely relevant with the context being discussed.	There are minor errors made in the use of present tense and vocabulary is generally relevant with the context being discussed.	There are several errors made in the use of present tense and vocabulary is somewhat relevant with the context being discussed. There are some repetitive vocabulary mistakes that affect the meaning in the paragraph.	There are so many errors made in the use of present tense and vocabulary is irrelevant with the context being discussed. There are a lot of inappropriate words that make difficult to understand the paragraph.
Spelling and Punctuation	Spelling and punctuation are completely relevant.	Spelling and punctuation are generally relevant.	Spelling and punctuation are somewhat relevant. There are some errors that affect the meaning in the paragraph.	Spelling and punctuation are irrelevant. There are a lot of errors that make difficult to understand the paragraph.

Appendix C
Long-range Plan

Week	Period	Content	Remarks
0		Pilot Study	Revised some instruments after the pilot study
1	1	Introduction + Needs analysis + questionnaire I	Google classroom invitation
	2	Analytical exposition writing pretest	-
2	3	Getting to know steps of writing analytical exposition text with process-based analytical exposition writing and learning elements of CTL	Analytical exposition writing review, a short training on: ✓ note-taking during gathering sources of information, ✓ using peer-editing checklist, ✓ how to give feedback, and ✓ NowComment platform.
	4	Topic 1: Are Eco bags useful for the environment?	- Constructivism (bridge: activating ss' background knowledge; situation: develop and arrange situation for students to explain main topic) - Inquiry (explaining the process of gathering sources or facts from experts to support arguments in the topic being discussed) - Learning community (grouping: students work together to do process-based analytical exposition writing step 1 and 2: research to gather data+ pre-writing) Learning materials: Google classroom, Pre-writing brainstorming sheet topic 1
3	5	Topic 1: Are Eco bags useful for the environment?	- Questioning and modeling (questions: stimulating students to ask questions under the topic 'are eco bags useful for the environment?'; modeling: displaying sample text to confirm ss' knowledge on the generic structures and LF of exposition writing) - Learning community (grouping: students work together to do process-based analytical exposition writing step 3 and 4: drafting, revising and editing) Learning materials: Google classroom, T's slides, Pre-writing brainstorming sheet topic 1, Google doc.
	6	Topic 1: Are Eco bags useful for the environment?	- Learning community (grouping: students work together to do process-based analytical exposition writing step 5: publishing) → Authentic assessment (exhibit: ss check their final draft for the last time + uploading them to NowComment platform) Students' assignment:

			✓ Check NowComment → give comment to another group. ✓ Do the reflection page (step 6 of process-based analytical exposition writing activity). T's follow-up task: ✓ Do the process-based analytical exposition writing with CTL approach feedback sheet topic 1 → post to Google classroom
4	7	Topic 2: Should students have cell-phone screen time?	- Constructivism (bridge: activating ss' background knowledge; situation: develop and arrange situation for students to explain main topic) - Inquiry (explaining the process of gathering sources or facts from experts to support arguments in the topic being discussed) - Learning community (grouping: students work together to do process-based analytical exposition writing step 1 and 2: research to gather data+ pre-writing) Learning materials: Google classroom, Pre-writing brainstorming sheet topic 2
	8	Topic 2: Should students have cell-phone screen time?	- Questioning and modeling (questions: stimulating students to ask questions under the topic 'should students have cell-phone screen time?'; modeling: displaying sample text to confirm ss' knowledge on the generic structures and LF of exposition writing) - Learning community (grouping: students work together to do process-based analytical exposition writing step 3: drafting, revising and editing) Learning materials: Google classroom, T's slides, Pre-writing brainstorming sheet topic 2, Google doc.
5	9	Topic 2: Should students have cell-phone screen time?	- Learning community (grouping: students work together to do process-based analytical exposition writing step 4: drafting, revising and editing)
	10	Topic 2: Should students have cell-phone screen time?	✓ Learning community (grouping: students work together to do process-based analytical exposition writing step 5: publishing) → Authentic assessment (exhibit: ss check their final draft for the last time + uploading them to NowComment platform) Students' assignment: ✓ Check NowComment → give comment to another group. ✓ Do the reflection page (step 6 of process-based analytical exposition writing activity). T's follow-up task:

			✓ Do the process-based analytical exposition writing with CTL approach feedback sheet topic 2 → post to Google classroom
6	11	Topic 3: The best travel destination in Indonesia	- Constructivism (bridge: activating ss' background knowledge; situation: develop and arrange situation for students to explain main topic) - Inquiry (explaining the process of gathering sources or facts from experts to support arguments in the topic being discussed) - Learning community (grouping: students work together to do process-based analytical exposition writing step 1 and 2: research to gather data+ pre-writing) Learning materials: Google classroom, Pre-writing brainstorming sheet topic 3
	12	Topic 3: The best travel destination in Indonesia	- Questioning and modeling (questions: stimulating students to ask questions under the topic 'the best travel destination in Indonesia'; modeling: displaying sample text to confirm ss' knowledge on the generic structures and LF of exposition writing) - Learning community (grouping: students work together to do process-based analytical exposition writing step 3: drafting, revising and editing) Learning materials: Google classroom, T's slides, Pre-writing brainstorming sheet topic 3, Google doc.
7	13	Topic 3: The best travel destination in Indonesia	- Learning community (grouping: students work together to do process-based analytical exposition writing step 4: drafting, revising and editing)
	14	Topic 3: The best travel destination in Indonesia	✓ Learning community (grouping: students work together to do process-based analytical exposition writing step 5: publishing) → Authentic assessment (exhibit: ss check their final draft for the last time + uploading them to NowComment platform) Students' assignment: ✓ Check NowComment → give comment to another group. ✓ Do the reflection page (step 6 of process-based analytical exposition writing activity). T's follow-up task: ✓ Do the process-based analytical exposition writing with CTL approach feedback sheet topic 3 → post to Google classroom
8	15	Topic 4: Should TikTok be	- Constructivism (bridge: activating ss'

		banned in Indonesia?	background knowledge; situation: develop and arrange situation for students to explain main topic) - Inquiry (explaining the process of gathering sources or facts from experts to support arguments in the topic being discussed) - Learning community (grouping: students work together to do process-based analytical exposition writing step 1 and 2: research to gather data+ pre-writing) Learning materials: Google classroom, pre-writing brainstorming sheet topic 4
	16	Topic 4: Should TikTok be banned in Indonesia?	- Questioning and modeling (questions: stimulating students to ask questions under the topic 'should tiktok be banned in Indonesia?'; modeling: displaying sample text to confirm ss' knowledge on the generic structures and LF of exposition writing) - Learning community (grouping: students work together to do process-based analytical exposition writing step 3 and 4: drafting, revising and editing) Learning materials: Google classroom, T's slides, Pre-writing brainstorming sheet topic 4, Google doc.
9	17	Topic 4: Should TikTok be banned in Indonesia?	- Learning community (grouping: students work together to do process-based analytical exposition writing step 5: publishing) → Authentic assessment (exhibit: ss check their final draft for the last time + uploading them to NowComment platform) Students' assignment: ✓ Check NowComment → give comment to another group. ✓ Do the reflection page. T's follow-up task: Do the process-based analytical exposition writing with CTL approach feedback sheet topic 4 → post to Google classroom
	18	Consolidation	Review on stages of process-based analytical exposition writing (research to gather data, pre-writing, drafting, revising and editing, publishing, reflection)
10	19	Analytical exposition writing posttest + questionnaire II, Analytical exposition with CTL Questionnaire III	-
	20	Interview	Semi-structured interview with nine students a. High-score students b. Average-score students c. Low-score students

Appendix D

Students' Analytical Exposition Writing Skill

Questionnaire I

Instruction:

The following statements explain your ability in writing analytical exposition. Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Statements	Likert Scale			
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Process-based Analytical Exposition Writing				
Research to gather data I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.				
Pre-writing I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text.				
Drafting I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.				
Revising and editing I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements).				
Publishing I can publish my work through a platform introduced by my teacher.				
Follow-up task / reflection I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.				
Analytical Exposition Generic Structure				
Thesis statement I can state the topic and establish the point of view (thesis statement) in the first paragraph.				
Arguments I can write arguments to link the thesis statement in the second paragraph.				

Reiteration/conclusion				
a. I can restate the thesis statement in the last paragraph.				
b. I can write my final thoughts and summarize the body of the paragraph.				
Analytical Exposition Language features				
I can use the form of present tense correctly when I write analytical exposition text.				
I can link the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)				

Adapted from Nagao (2020)

Kemampuan Menulis Eksposisi Analitis

Kuesioner I

Analytical Exposition Writing Skill

Questionnaire I

Petunjuk:

Instruction:

Pernyataan berikut menjelaskan kemampuan anda dalam menulis teks eksposisi analitis.

Berdasarkan apa yang Anda rasakan setelah membaca masing-masing pernyataan berikut, berilah nilai pada skala dari 1 sampai 4, di mana 1 sangat tidak setuju dan 4 sangat setuju.

The following statements explain your ability in writing analytical exposition text.

Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Pernyataan-pernyataan **Statements**	*Skala Likert* **Likert Scale**			
	Sangat tidak setuju **Strongly disagree** **1**	*Tidak setuju* **Disagree** **2**	*Setuju* **Agree** **3**	*Sangat setuju* **Strongly agree** **4**
Penulisan Analytical Exposition Berbasis Proses **Process-based Analytical Exposition Writing**				
Tahap mengumpulkan data **Research to gather data** *Saya bisa mengumpulkan bukti-bukti dari berbagai sumber, misalnya: fakta, pendapat para ahli, statistik, untuk mendukung poin utama dalam argument saya* (I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.)				
Tahap pra-menulis **Pre-writing** *Saya bisa bertukar pikiran, mencatat, atau menguraikan ide-ide saya sebelum saya menulis draf pertama teks eksposisi analitis.* (I can brainstorm, take notes, or outline my ideas before I begin to write the first				

draft of analytical exposition text.)				
Tahap penyusunan **Drafting** *Saya bisa mengembangkan ide-ide saya ke dalam paragraph ke draf pertama Ketika saya menulis teks eksposisi analitis.* (I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.)				
Tahap revisi dan mengedit **Revising and editing** *Saya bisa mengulas draf pertama saya untuk direvisi dan diedit ke draf kedua atau ketiga oleh saya sendiri atau dengan teman saya ketika saya menulis teks eksposisi analitis, misalnya: mengoreksi kesalahan ejaan, kapitalisasi, tanda baca, masalah tata bahasa, mengoreksi kesatuan gagasan dan elemen struktural.* (I can review my first draft to be revised and edited to the second or third draft by myself or with my peer when I write analytical exposition text, e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements.)				
Tahap penerbitan **Publishing** *Saya bisa menerbitkan pekerjaan saya melalui platform yang diperkenalkan oleh guru saya.* (I can publish my work through a platform introduced by my teacher.)				
Tahap refleksi **Follow-up task/Reflection** *Saya memiliki waktu untuk merenungkan apa yang berjalan dengan baik dan apa yang perlu diperbaiki setelah saya menulis teks eksposisi analitis.* (I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.)				
Struktur Teks dalam Eksposisi Analitis **Analytical Exposition Generic Structure**				
Paragraf pembuka **Thesis statement**				

Saya bisa menyatakan topik dan menetapkan sudut pandang di dalam paragraf pertama teks eksposisi analitis. (I can state the topic and establish the point of view (thesis statement) in the first paragraph of analytical exposition text.)				
Argumen **Arguments** *Saya bisa menulis argumen untuk menautkan pernyataan tesis saya di paragraf ke dua.* (I can write arguments to link my thesis statement in the second paragraph.)				
Paragraf kesimpulan **Reiteration/conclusion** a. *Saya bisa menyatakan kembali pernyataan tesis saya di paragraf terakhir.* (I can restate my thesis statement in the last paragraph.)				
b. *Saya bisa menulis pemikiran terakhir saya dan meringkas isi paragraf di kesimpulan.* (I can write my final thoughts and summarize the body of the paragraph in the conclusion.)				
Fitur Bahasa Eksposisi Analitis **Analytical Exposition Language features**				
Saya bisa menggunakan bentuk "present tense" dengan tepat ketika saya menulis teks eksposisi analitis. (I can use the form of present tense correctly when I write analytical exposition text.)				
Saya bisa menghubungkan kalimat yang saya tulis dengan konjungsi seperti "because," "so", "furthermore". "moreover," dll. dengan tepat. (I can link the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)				

Adapted from Nagao (2020)

Analytical Exposition Writing Skill

Questionnaire II

Instruction:

The following statements explain your ability in writing analytical exposition after learning with the CTL approach for ten weeks.

Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Statements	Likert Scale			
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Process-based Analytical Exposition Writing				
Research to gather data I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.				
Pre-writing I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text.				
Drafting I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.				
Revising and editing I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements).				
Publishing I can publish my work through a platform introduced by my teacher.				
Follow-up task / reflection I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.				
Analytical Exposition Generic Structure				
Thesis statement I can state the topic and establish the point of view (thesis statement) in the first paragraph.				
Arguments				

I can write arguments to link the thesis statement in the second paragraph.				
Reiteration/conclusion				
a. I can restate the thesis statement in the last paragraph.				
b. I can write my final thoughts and summarize the body of the paragraph.				
Analytical Exposition Language features				
I can use the form of present tense correctly when I write analytical exposition text.				
I can link the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)				

Adapted from Nagao (2020)

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Kemampuan Menulis Eksposisi Analitis

Kuesioner II

Analytical Exposition Writing Skill

Questionnaire II

Petunjuk:

Instruction:

Pernyataan berikut menjelaskan kemampuan Anda dalam menulis teks eksposisi analitis setelah belajar dengan pendekatan CTL selama sepuluh minggu.

Berdasarkan apa yang Anda rasakan setelah membaca masing-masing pernyataan berikut, berilah nilai pada skala dari 1 sampai 4, di mana 1 sangat tidak setuju dan 4 sangat setuju.

The following statements explain your ability in writing analytical exposition after learning with the CTL approach for ten weeks.

Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Pernyataan-pernyataan **Statements**	*Skala Likert* **Likert Scale**			
	Sangat tidak setuju **Strongly disagree** **1**	*Tidak setuju* **Disagree** **2**	*Setuju* **Agree** **3**	*Sangat setuju* **Strongly agree** **4**
Penulisan Eksposisi Analitis Berbasis Proses **Process-based Analytical Exposition Writing**				
Tahap mengumpulkan data **Research to gather data** *Saya bisa mengumpulkan bukti-bukti dari berbagai sumber, misalnya: fakta, pendapat para ahli, statistik, untuk mendukung poin utama dalam argument saya* (I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.)				
Tahap pra-menulis **Pre-writing stage** *Saya bisa bertukar pikiran, mencatat, atau menguraikan ide-ide saya sebelum saya menulis draf pertama teks eksposisi analitis.* (I can brainstorm, take notes, or outline my ideas before I begin to write the first draft of analytical exposition text.)				
Tahap penyusunan **Drafting stage**				

Saya bisa mengembangkan ide-ide saya ke dalam paragraph ke draf pertama Ketika saya menulis teks eksposisi analitis. (I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.)				
Tahap revisi dan mengedit **Revising and editing stage** *Saya bisa mengulas draf pertama saya untuk direvisi dan diedit ke draf kedua atau ketiga oleh saya sendiri atau dengan teman saya ketika saya menulis teks eksposisi analitis, misalnya: mengoreksi kesalahan ejaan, kapitalisasi, tanda baca, masalah tata bahasa, mengoreksi kesatuan gagasan dan elemen struktural.* (I can review my first draft to be revised and edited to the second or third draft by myself or with my peer when I write analytical exposition text, e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements.)				
Tahap penerbitan **Publishing** *Saya bisa menerbitkan pekerjaan saya melalui platform yang diperkenalkan oleh guru saya* (I can publish my work through a platform introduced by my teacher.)				
Tahap refleksi **Reflection stage** *Saya memiliki waktu untuk merenungkan apa yang berjalan dengan baik dan apa yang perlu diperbaiki setelah saya menulis teks eksposisi analitis.* (I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.)				
Struktur Teks dalam Eksposisi Analitis **Analytical Exposition Generic Structure**				
Paragraf pembuka **Thesis statement** *Saya bisa menyatakan topik dan menetapkan sudut pandang di dalam paragraf pertama teks eksposisi analitis.* (I can state the topic and establish the point of view (thesis statement) in the first paragraph of analytical exposition text.)				
Argumen **Arguments** *Saya bisa menulis argumen untuk menautkan pernyataan tesis saya di paragraf ke dua.* (I can write arguments to link my thesis statement in the second paragraph.)				
Paragraf kesimpulan **Reiteration/conclusion**				

c. Saya bisa menyatakan kembali pernyataan tesis saya di paragraf terakhir. (I can restate my thesis statement in the last paragraph.)				
d. Saya bisa menulis pemikiran terakhir saya dan meringkas isi paragraf di kesimpulan. (I can write my final thoughts and summarize the body of the paragraph in the conclusion.)				
Fitur Bahasa Analytical Exposition **Analytical Exposition Language features**				
Saya bisa menggunakan bentuk "present tense" dengan tepat ketika saya menulis teks eksposisi analitis. I can use the form of present tense correctly when I write analytical exposition text.)				
Saya bisa menghubungkan kalimat yang saya tulis dengan konjungsi seperti "because," "so", "furthermore". "moreover," dll. dengan tepat. I can link the sentences that I write with conjunctions clearly (e.g., because, so, furthermore, moreover, etc.)				

Adapted from Nagao (2020)

Appendix E
Learning Analytical Exposition Writing Skill with the CTL Approach

Questionnaire III

Instruction:

The following statements describe your opinions of your analytical exposition writing skill after learning with Contextual Teaching and Learning (CTL) approach for ten weeks.

Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Statements	Likert Scale			
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
CTL Approach to Improve Analytical Exposition Writing				
Constructivism I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation.				
Inquiry I think the activity to gather information helps me to discover credible sources that I need to support my arguments when I write analytical exposition text.				
Questioning I think the teacher in my classroom has helped me raise various questions to her in order to support my learning process when I write analytical exposition text.				
Learning community I think working and revising my work with my friends help me develop my analytical exposition writing.				
Modeling a. I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.)				
b. I think I can give input to my friends when we write analytical exposition text.				
Authentic assessment I think my teacher has done the authentic assessment since the scoring is based on my writing process.				
Reflection I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.				
Analytical Exposition Generic Structure				
Thesis statement I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.				
Arguments I think I have able to collect credible sources (e.g., facts, experts' opinions, statistics, etc.) easily to				

support my arguments after I learned with the CTL approach.				
I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach.				
Reiteration/conclusion I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.				
I think I have able to restate the thesis statement in the fourth (last) paragraph easily after I learned with the CTL approach.				
Analytical Exposition Language Features				
I think I have able to use present tense correctly when I write analytical exposition text after I learned with the CTL approach.				
I think I have able to select the appropriate conjunctions (e.g., *because, furthermore, moreover, however, etc.*) when I write analytical exposition text after I learned with the CTL approach.				

Pembelajaran Kemampuan Menulis Eksposisi Analitis dengan Pendekatan CTL

Kuesioner III

Learning Analytical Exposition Writing Skill with the CTL Approach

Questionnaire III

Petunjuk:

Instruction:

Pernyataan berikut menggambarkan pendapat Anda tentang kemampuan menulis Eksposisi Analitis setelah belajar dengan pendekatan Contextual Teaching and Learning (CTL) selama sepuluh minggu.

Berdasarkan apa yang Anda rasakan setelah membaca masing-masing pernyataan berikut, berilah nilai pada skala dari 1 sampai 4, di mana 1 sangat tidak setuju dan 4 sangat setuju.

The following statements describe your opinions of your analytical exposition writing skill after learning with contextual teaching and learning (CTL) approach for ten weeks. Based on how you feel after reading each of the following statements, please rate them on a scale from 1 to 4, where 1 is strongly disagree and 4 is strongly agree.

Pernyataan-pernyataan **Statements**	*Skala Likert* **Likert Scale**			
	Sangat tidak setuju **Strongly disagree** **1**	*Tidak setuju* **Disagree** **2**	*Setuju* **Agree** **3**	*Sangat setuju* **Strongly agree** **4**
Pendekatan CTL untuk Meningkatkan Kemampuan Menulis Analytical Exposition **CTL Approach to Improve Analytical Exposition Writing Skill**				
Constructivism *Menurut saya topik dalam pelajaran ini relevan dengan pengalaman, pengetahuan, dan situasi saya sebelumnya.* (I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation.)				
Inquiry *Menurut saya kegiatan mengumpulkan informasi membantu saya menemukan sumber-sumber yang kredibel untuk mendukung argument saya ketika saya menulis teks eksposisi analitis.*				

(I think the activity to gather information helps me to discover credible sources to support my arguments when I write analytical exposition text.)				
Questioning *Menurut saya guru di kelas saya telah membantu saya untuk bertanya kepada guru saya untuk mendukung proses belajar saya ketika saya menulis teks eksposisi analitis.* (I think the teacher in my classroom has helped me raise various questions to her in order to support my learning process when I write analytical exposition text.)				
Learning community *Menurut saya bekerja dan merevisi bersama teman-teman membantu saya mengembangkan tulisan eksposisi analitis saya.* (I think working and revising with friends help me develop my analytical analytical exposition writing.)				
Modeling *Menurut saya, saya telah mendapatkan banyak contoh teks eksposisi analitis yang dapat saya adaptasi ke dalam tulisan saya sendiri.* (I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.) *Menurut saya, saya bisa memberikan input kepada teman-teman saya ketika kami menulis teks eksposisi analitis.* (I think I can give input to my friends when we write analytical exposition text.).				
Authentic assessment *Menurut saya, guru saya sudah melakukan penilaian autentik karena penilaiannya didasarkan pada proses menulis saya.*				

(I think my teacher has done the authentic assessment since the scoring is based on my writing process.)				
Reflection *Menurut saya, saya mempunyai waktu yang cukup untuk merenungkan pembelajaran saya sendiri dan menceritakan apa yang berjalan dengan baik dan apa yang perlu diperbaiki dalam tulisan eksposisi analitis saya.* (I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.)				
Struktur Teks dalam Eksposisi Analitis **Analytical Exposition Generic Structure**				
Paragraf pembuka **Thesis statement** *Menurut saya, saya sudah bisa menyatakan topik dan pernyataan tesis di paragraf pertama dengan mudah setelah saya belajar dengan pendekatan CTL.* (I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.)				
Argumen **Arguments** *Menurut saya, saya sudah bisa menulis argument untuk mendukung pernyataan tesis saya di paragraf kedua dan ketiga dengan mudah setelah saya belajar dengan pendekatan CTL.* (I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach.)				
Paragraf kesimpulan **Reiteration/conclusion** a. *Menurut saya, saya sudah bisa menuliskan pemikiran akhir saya dan meringkas isi paragraf dengan mudah setelah saya belajar dengan*				

pendekatan CTL. (I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.)			
b. *Menurut saya, saya sudah bisa menyatakan kembali pernyataan tesis di paragraf keempat (paragraf terakhir) dengan mudah setelah saya belajar dengan pendekatan CTL.* (I think I have able to restate the thesis statement in the fourth paragraph (last paragraph) easily after I learned with the CTL approach.)			
Fitur Bahasa teks Eksposisi Analitis **Analytical Exposition Language Features**			
Menurut saya, saya sudah bisa menggunakan bentuk "present tense" secara tepat ketika saya menulis teks analytical exposition setelah saya belajar dengan pendekatan CTL. (I think I have able to use present tense form correctly when I write analytical exposition text after I learned with the CTL approach.)			
Menurut saya, saya sudah bisa memilih konjungsi yang sesuai (misalnya: "because", "furthermore", "moreover", "however", dll.) ketika saya menulis teks eksposisi analitis setelah saya belajar dengan pendekatan CTL. (I think I have able to select the appropriate conjunctions (e.g., *because, furthermore, moreover, however, etc.)* when I write analytical exposition text after I learned with the CTL approach.)			

Appendix F

Semi-structured Interview Questions

1. What do you think about participating in this writing lesson?

   Apa pendapat Anda tentang berpartisipasi di kelas menulis ini?

2. Do you think CTL approach help you improve your skill in writing analytical exposition text? How?

   Apa menurut Anda pendekatan CTL membantu Anda untuk mengembangkan kemampuan Anda dalam menulis teks eksposisi analitis? Bagaimana?

3. What are the learning elements which help you the most to improve your analytical exposition writing? Why?

   Elemen-elemen belajar apa yang paling membantu Anda untuk mengembangkan kemampuan menulis teks eksposisi analitis? Kenapa?

4. How do you think the learning elements help you improve your content of analytical exposition writing?

   Bagaimana elemen-elemen belajar tersebut membantu Anda mengembangkan kemampuan menulis konten di teks eksposisi analitis?

Appendix G
Reflection page

Instruction:
Complete the statements below based on your opinion. Upload them to <u>Google Classroom</u> **once you finished.**

---

1. **The most interesting thing I learned from this lesson with the CTL approach was/were……. (*You can choose more than one: studying new topics/ gathering sources from the internet/ asking questions/ working with groups/ publishing my work to *nowcomment*/ providing examples to friends) because…….**

2. **The activities that I enjoyed the most to improve my analytical exposition writing from this lesson was …… because ……. (You can still refer to the activities in number one)**

3. **I would like to find out more about……. because……**

4. **The activities that I think went well was…. because….**

5. **I need to work harder at:**

Read the list of activities below that help you develop your analytical exposition writing skill and tick (✓) the option that is most relevant to you.

Statements	Yes	Maybe	Not at all
1. Exploring/studying new topics			
2. Gathering sources			
3. Asking questions (to friends, teacher)			
4. Working with groups (peer-editing, brainstorming ideas together)			
5. Seeing sample of analytical exposition text from the teacher / providing example to my friends			
6. Publishing my writing to be read by larger audiences			
7. Writing in the reflection page and telling what went well and what needs to be improved			

My plan to overcome the difficulties in this lesson:

Adapted from Buku Siswa Kelas 11: Bahasa Inggris (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017)

Halaman refleksi

Reflection page

Petunjuk:

Instruction:

Lengkapi pernyataan di bawah berdasarkan pendapat Anda. Lalu unggah halaman ini ke Google Classroom *setelah Anda selesai*
Complete the statements below based on your opinion, then upload them to Google Classroom **once you finished.**

Hal yang paling menarik yang saya pelajari dari kelas ini dengan menggunakan pendekatan CTL adalah …. (*Anda bisa memilih lebih dari satu kegian: mempelajari topik baru/ mengumpulkan sumber-sumber dari internet/ bertanya/ bekerja dengan grup/ menerbitkan pekerjaan saya ke platform "nowcomment"/ memberikan contoh kepada teman) karena….

1. **The most interesting thing I learned from this class with the CTL approach was/were ……. (*You can choose more than one activity: studying new topics/ gathering sources from the internet/ asking questions/ working with groups/ publishing my work to *nowcomment*/ providing examples to friends) because…….**

Kegiatan-kegiatan yang saya senangi untuk membantu kemampuan menulis teks analytical exposition saya adalah…. karena …. (Anda bisa merujuk ke kegiatan-kegiatan di nomor 1)

2. **The activities that I enjoyed the most to improve my analytical exposition writing from this lesson was …… because ……. (You can still refer to the activities in number one)**

Saya ingin mengetahui lebih banyak tentang… karena….

3. **I would like to find out more about……. because……**

Kegiatan-kegiatan yang menurut saya berjalan baik adalah…. karena….

4. **The activities that I think went well was…. because….**

Saya harus bekerja lebih keras di bagian……

5. **I need to work harder at:**

Bacalah daftar kegiatan di bawah ini yang membantu Anda mengembangkan kemampuan menulis teks analytical exposition dan centang (✓) pilihan yang paling relevan menurut Anda.
Read the list of activities below that help you develop your analytical exposition writing skill and tick (✓) the option that is most relevant to you.

Pernyataan-pernyataan **Statements**	*Ya* **Yes**	*Mungkin* **Maybe**	*Tidak sama sekali* **Not at all**

1. **Exploring/studying new topics** (*mengeksplorasi/mempelajari topik baru*)			
2. **Gathering sources** (*mengumpulkan informasi)*			
3. **Asking questions to friends, teacher** (*bertanya pada teman, guru*)			
4. **Working with groups: peer-editing, brainstorming ideas together** (*bekerjasama dengan grup: mengedit, bertukar pikiran*)			
5. **Seeing sample of analytical exposition text from the teacher / providing example to my friends** (*melihat contoh teks analytical exposition dari guru / memberikan contoh kepada teman saya*)			
6. **Publishing my writing to be read by larger audiences** (*menerbitkan tulisan saya untuk dibaca oleh audiens yang lebih besar*)			
7. **Writing in the reflection page and telling what went well and what needs to be improved** (*menulis di halaman refleksi dan menceritakan apa yang berjalan dengan baik dan apa yang harus diperbaiki*)			

Rencana saya untuk mengatasi kesulitan-kesulitan di pelajaran ini:
My plan to overcome the difficulties in this lesson:

Adapted from Buku Siswa Kelas 11: Bahasa Inggris (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 20

Appendix H
Needs analysis to develop analytical exposition writing topic

Instruction: for question number 1, choose only ONE number from a scale of 1 to 10, with 1 indicates as not important and 10 is very important.

1. On a scale of one to ten, how important is it for you to learn writing in English?

1	2	3	4	5	6	7	8	9	10

Instruction: for question number 2 to 6, you may select MORE THAN ONE items.

2. What are the English writing skills that you want to develop in this course?
   - ☐ Understanding the generic structure of analytical exposition
   - ☐ Understanding the language features of analytical exposition
   - ☐ Understanding the unity of ideas and the unity of structural elements
   - ☐ Understanding the components in analytical exposition writing (content, organization, vocabulary, grammar, and mechanics)
   - ☐ Other: _____

3. Whenever I write a paragraph in English, I have difficulty in …...
   - ☐ Understanding the content (e.g., theme or topic that I want to write)
   - ☐ Organizing the ideas
   - ☐ Vocabulary use
   - ☐ Sentence structure or grammar
   - ☐ Mechanics (e.g., punctuation, capitalization, spelling)
   - ☐ Other: _____

4. Which of these activities do you prefer to choose in order to improve your English writing skill in this lesson?
   - ☐ Getting assistance from my teacher
   - ☐ Learning with my classmates in group or pair
   - ☐ Learning by myself
   - ☐ Using sources found on the internet
   - ☐ Other: _____

5. What is your favorite after-class activities that you do in order to help you improve your English writing skill?
   - ☐ Watching English movies/series/videos
   - ☐ Writing daily journal or diary in English
   - ☐ Surf the internet
   - ☐ Use my social media and write something there in English
   - ☐ Attending English club in my school

☐ Other: _____

6. What sources of learning materials that you want to use for this English writing course?
☐ Handouts
☐ Internet
☐ Podcast
☐ Short videos
☐ Online newspapers or magazines
☐ Other: _____

7. Please write **three** topics that you find interesting to be used in this English writing lesson:

| |
| |
| |

Adapted from Sabarun (2019)

Analisis kebutuhan untuk mengembangkan topik menulis eksposisi analitis

Needs analysis to develop analytical exposition writing topic

Petunjuk: untuk pertanyaan nomor 1, pilihlah SATU nomor dari skala 1 sampai 10, dengan 1 menyatakan tidak penting dan 10 sangat penting.

Instruction: for question number 1, choose only ONE number from a scale of 1 to 10, with 1 indicates as not important and 10 is very important.

Dalam skala satu sampai sepuluh, seberapa penting untuk Anda untuk mempelajari penulisan dalam Bahasa Inggris?

1. On a scale of one to ten, how important is it for you to learn writing in English?

1	2	3	4	5	6	7	8	9	10

Petunjuk: untuk pertanyaan nomor 2 sampai 6, anda boleh memilih LEBIH DARI SATU item.

Instruction: for question number 2 to 6, you may select MORE THAN ONE items.

Apa kemampuan menulis yang Anda ingin kembangkan dalam kelas ini?

2. What are the writing skills that you want to develop in this course?
   - ☐ Understanding the generic structure of analytical exposition/ *memahami struktur teks eksposisi analitis*
   - ☐ Understanding the language features of analytical exposition/ *memahami fitur Bahasa dari teks eksposisi analitis*
   - ☐ Understanding the unity of ideas and the unity of structural elements / *memahami kesatuan gagasan dan elemen struktural*
   - ☐ Understanding the components in writing analytical exposition (content, organization of ideas, vocabulary, grammar, and mechanics) / *memahami komponen-komponen dalam menulis teks eksposisi analitis (konten, penyusunan ide-ide, kosakata, tata Bahasa, mekanika penulisan)*
   - ☐ Other / *Lainnya*: _____

   Ketika saya menulis sebuah paragraf dalam Bahasa Inggris, saya mempunyai kesulitan dalam….

3. Whenever I write a paragraph in English, I have difficulty in …...
   - ☐ Understanding the content (e.g., theme or topic that I want to write) / *memahami konten (missal: tema atau topik yang saya ingin tulis)*
   - ☐ Organizing the ideas / *penyusunan ide-ide*
   - ☐ Vocabulary use / *penggunaan kosakata*
   - ☐ Sentence structure or grammar / *struktur kalimat atau tata bahasa*
   - ☐ Mechanics (e.g., punctuation, capitalization, spelling) / *mekanika penulisan (missal: tanda baca, kapitalisasi, pengejaan)*
   - ☐ Other / *Lainnya*: _____

Kegiatan mana yang Anda lebih pilih untuk meningkatkan kemampuan menulis dalam Bahasa inggris di kelas ini?

4. Which of these activities do you prefer to choose in order to improve your English writing skill in this class?

☐ Getting assistance from my teacher / *mendapatkan bantuan dari guru saya*

☐ Learning with my classmates in group or pair / *belajar dengan teman dalam kelompok atau berpasangan*

☐ Learning by myself / *belajar sendiri*

☐ Using sources from the internet / *menggunakan sumber-sumber dari internet*

☐ Other / *Lainnya*: _____

Apa kegiatan favorit di luar jam sekolah yang Anda lakukan untuk membantu Anda meningkatkan kemampuan menulis dalam Bahasa Inggris?

5. What is your favorite after-class activities that you do in order to help you improve your writing skill in English?

☐ Watching English movies/series/videos / *menonton film/serial/video berbahasa Inggris*

☐ Writing diary in English / *menulis buku harian dalam Bahasa Inggris*

☐ Surf the internet/ *mengakses internet*

☐ Use my social media and write something there in English/ *menggunakan social media saya dan menulis sesuatu di sana dalam Bahasa Inggris*

☐ Participate in English club in my school / *mengikuti klub Bahasa Inggris di sekolah saya*

☐ Other / *Lainnya*: _____

Sumber materi pembelajaran apa yang ingin Anda gunakan untuk kelas menulis Bahasa Inggris ini?

6. What sources of learning materials that you want to use for this English writing class?

☐ Handouts

☐ Internet

☐ Podcast

☐ Short videos

☐ Online newspapers or magazines

☐ Other / *Lainnya*: _____

*Tulislah **tiga** topik yang menurut anda menarik untuk digunakan dalam kelas menulis Bahasa Inggris ini:*

7. Please write **three** topics that you find interesting to be used in this English writing class:

Adapted from Sabarun (2019)

Appendix I

Sample Lesson Plan and Materials

Date:
Subject area: English
Topic: The Importance of Having Breakfast
Time allocation: 120 minutes
Learning outcomes: ● Students will be able to analyze the generic structure of analytical exposition writing. ● Students will be able to compose an analytical exposition text about "The Importance of Having Breakfast."
Materials: teacher's slides, breakfast around the world (video), pre-writing brainstorming sheet, peer-editing checklist form, reflection page (online doc.)
Technology: Jamboard, NowComment, Google doc, Google classroom
Key: T= teacher Ss= students

Time	Interaction	CTL Components	Activities and Tasks	Materials
10'	T – S	Constructivism	**Bridge (activating background knowledge)** ● T ask ss whether they have taken breakfast before going to school and have them share what they ate for breakfast. ● T shows a picture of breakfast around the world and have ss share their knowledge to the class.	Picture source: https://www.buzzfeed.com/arielknutson/delicious-breakfasts-from-around-the-world

	Learning community S – S	• T shows the clip entitled "What does the World Eat for Breakfast?" have ss watch and share to the class what they are interested in after the clip ended. **Situation (telling lesson aim); Groupings (selecting a process of grouping the students)** • T explains the aim of the lesson (to write an analytical exposition writing about "The Importance of Having Breakfast.") • T divide students into seven groups consisting five members on each group, ss in group start listing their own ideas on <u>why is having breakfast important?</u> through Google Jamboard. • T displays the result and each group share their ideas to the class.	What does the world eat for breakfast? YouTube: https://www.youtube.com/watch?v=ry1E1uzPSU0 Jamboard https://jamboard.google.com/d/13xcpp6FbwFlVLvHtmrFfsD3YKZpcFHdvMNqm6_jAHQ/edit?usp=sharing
15'	Inquiry T – S	**Situation (explaining the process of collecting data to support arguments in analytical exposition writing)** 1. Research to gather data • T tell ss that they can use sources from the internet to gather information about the topic discussed. T explains that the information will be used to support their arguments in analytical exposition writing. • T share and highlight the useful tip on research to gather data	Useful tips (in teacher's slides) Internet

Useful tips

When collecting information from the internet, pay attention to the following details:

✓ Is the source credible?
✓ Is the author an expert?
✓ Is the information current/up to date?
✓ Is the information related to your topic?

- T ask ss to go online and take notes to collect information on the internet about the importance of having breakfast.

T – S

Questioning

Questions (stimulating questions which engage to students' knowledge on social function and generic structure of analytical exposition text)

- T presents the slide on "Analytical Exposition Writing" and ask ss the social function of it. T prompt questions of analytical exposition generic structure and ask ss what to write on each structure (thesis statement, argument(s), and reiteration/conclusion).
- T prompts another question on the language features used in analytical exposition writing, ss share their ideas to the class.

S – S

Learning community

20'

Grouping (students work together to do process-based analytical exposition writing)

2. Pre-writing
- T ask ss in groups to frame what they want to write on each generic structure of analytical exposition in the pre-writing brainstorming sheet. T remind ss to only list down their ideas and not writing it in paragraph.

Pre-writing brainstorming sheet

30'	T – S S – S	Modelling Learning community	**Situation (showing model text); Grouping (students work together to do process-based analytical exposition writing)** 3. Drafting • T shows a <u>model</u> of a text related to the topic being discussed from the platform called *NowComment*. T highlights the language features of analytical exposition and elicits the structure (present tense, conjunction, mental verbs). • Ss in groups begin to organize their ideas to paragraphs on their **first draft.**	Google doc
15'	S – S	Learning community	**Grouping (students work together to do process-based analytical exposition writing)** 4. Revising and editing • T shows peer-editing checklist to ss and elicit the content of the checklist. • Ss in group check each other's first draft by using the peer-editing checklist. • Ss hand in the peer-editing checklist to the assigned group, and each group revise and edit their work on the **second draft**. T monitors the activity and give feedback.	Peer-editing checklist form
15'	S – S	Learning community Authentic assessment	**Grouping (students work together to do process-based analytical exposition writing); Exhibit (sharing a record of students' thinking or their work to other classmates)** 5. Publishing • T explains that NowComment is the type of platform that can be used to upload a discussion online, and others can give comment on each of the student's post. T the explains how to use the platform to the class. Ss are given time to create their own account on the platform. • Ss in groups publish their final draft to NowComment platform, and have students in each group post a comment (what they found interesting from the sources, their opinions about their friend's arguments, etc.)	NowComment platform
5'	T – S	Reflection	**Reflections (students reflect their own learning by telling what went well and what needs to be improved)** 6. Follow-up tasks • T consolidates the lesson by asking ss what they have learned from the topic. *)Post-classroom task: T ask ss to fill in the reflection page and have them post it to Google Classroom.	Reflection page Google Classroom

Sample Model Analytical Exposition Text

The Importance of Having Breakfast

In a busy morning, <u>people tend to skip their breakfast</u>. Little do they know; breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. <u>Furthermore</u>, growing children require a lot of energy, as an example, boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals <u>(Mansfield District Council).</u>

→ Present tense

→ Conjunction

→ Evidence (expert's opinion)

There are many benefits of having breakfast. Here are two reasons why it is important. Having breakfast helps us feel more focused for the coming day. When we study at school and didn't have breakfast before, we will more likely to not focus during the lesson. There is nothing worse than being constantly aware that you are hungry and counting the minutes until lunchtime. <u>Moreover</u>, having breakfast in the morning not only fuels us until lunchtime but actually gives our brains the essential energy to function and focus better on tasks, so we can concentrate more.

→ Conjunction

Having breakfast will also control our appetite. If we don't eat breakfast, we are much more likely to end up snacking throughout the morning, which could pile up the unhealthy calories. Stay away from overly-refined snacks with added sugar, so if you do feel like snacking, have some slices of fruits.

From the two reasons above, I strongly believe that having breakfast help us feel more focused and control our appetite

Adapted from *https://www.ruangguru.com/blog/mengenal-analytical-exposition-text*

The Importance of Having Breakfast

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The Importance of Having Breakfast

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In a busy morning, people tend to skip their breakfast. Little do they know, breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example, boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals (Mansfield District Council).

Actually, there are many benefits of having breakfast. Here are two reasons why it is important.

Having breakfast helps us feel more focused for the coming day. When we study at school and didn't have breakfast before, we will more likely to not focus during the lesson. There's nothing worse than being constantly aware that you are hungry and counting the minutes until lunchtime. Having breakfast in the morning not only fuels us until lunchtime but actually gives our brains the essential energy to function and focus better on tasks, so we can concentrate more.

Having breakfast will also control our appetite. If we don't eat breakfast, we are much more likely to end up snacking throughout the morning, which could pile up the unhealthy calories. Stay away from overly-refined snacks with added sugar, so if you do feel like snacking, have some slices of fruits.

The two reasons above, to help us feel more focused and to control our appetite are only some of many reasons out there on why having breakfast is important. There are indeed many other benefits of having breakfast.

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Appendix J
Process-based Analytical Exposition Writing with CTL Approach

Feedback Sheet

Process-based Analytical Exposition Writing stages / CTL Elements	Assessment of:	Questions	(✓)/ (✗)	Suggestions
Research to gather data *(Inquiry / situation: explaining the process of collecting sources to support arguments)	Selection of sources to support arguments	• Is the source credible? • Is the author an expert? • Is the information current/up to date? • Is the information related to your topic?		
Pre-writing *(Learning community / grouping: students work together to do process-based analytical exposition writing)	Listing ideas	• Are ideas related to the topic being discussed? • Is brainstorming sheet used appropriately?		
Drafting 1st draft *(Learning community / grouping: students work together to do process-based analytical exposition writing)	Audience/voice style Meaning Structure Editing	• Are thesis statement, arguments, and conclusion pointed out clearly? • Is work clearly edited through peer-editing activities?		
Revising and editing 2nd draft *(Learning community /	Spelling Punctuation Editing	• Is spelling accurate? / If not, does it reflect phonic/graphic		

grouping: students work together to do process-based analytical exposition writing)		awareness? • Is punctuation accurate? • Is work clearly edited?
Publishing *(Authentic assessment / exhibit: sharing a record of students' work to NowComment platform)	NowComment layout	• Is work properly published? • Is work presented clearly on the NowComment platform? • Are there comments given by peers on the platform?
Follow-up task *(Reflection: writing what went well and what needs to be improved after the learning process finished)	Reflection	• Are strengths and areas of development highlighted? • Are elements of CTL to improve analytical exposition writing ticked relevantly?

Appendix K
Results of Experts' Evaluation on Analytical Exposition Test

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. The test is of an appropriate difficulty level.	3	0	0	1	Valid
2. The test's instructions are clear.	1	2	0	0.3	Need to be revised
3. The test is appropriate for students' level.	3	0	0	1	Valid
4. The test includes a topic about the students' real-world situations.	3	0	0	1	Valid
5. The time allotted for completing the test is adequate.	2	0	1	0.3	Valid
Average Score				0.72	Valid

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Appendix L
Result of Experts' Evaluation on Questionnaire I and II

Items	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
Process-based Analytical Exposition Writing (*Penulisan Analytical Exposition Berbasis Proses*) *Tahap mengumpulkan data* **1. Research to gather data stage** *Saya bisa mengumpulkan bukti-bukti, misalnya: fakta, pendapat para ahli, statistik, untuk mendukung poin utama dalam argument saya* (I can collect evidences, for example: facts, experts' opinions, statistics, to support the main point in my arguments.)	3	0	0	1	Valid
Tahap pra-menulis **2. Pre-writing stage** *Saya bisa bertukar pikiran, mencatat, atau menguraikan ide-ide saya sebelum saya menulis draf pertama teks eksposisi analitis.* (I can brainstorm, take notes, or outline my ideas before I begin to write the first draft of analytical exposition text.)	3	0	0	1	Valid
Tahap penyusunan **3. Drafting stage** *Saya bisa mengembangkan ide-ide saya ke dalam paragraph ke draf pertama Ketika saya menulis teks eksposisi analitis.* (I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.)	3	0	0	1	Valid
4. Revising and editing stage *Saya bisa mengulas draf pertama saya untuk direvisi dan diedit ke draf kedua atau ketiga oleh saya sendiri atau dengan teman saya ketika saya menulis teks eksposisi analitis, misalnya: mengoreksi kesalahan ejaan, kapitalisasi, tanda baca, masalah tata bahasa, mengoreksi kesatuan gagasan dan elemen*	3	0	0	1	Valid

struktural. (I can review my first draft to be revised and edited to the second or third draft by myself or with my peer when I write analytical exposition text, e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements.)					
Tahap penerbitan **5. Publishing stage** *Saya bisa menerbitkan pekerjaan saya melalui platform yang diperkenalkan oleh guru saya di kelas untuk dapat dibaca oleh audiens yang lebih besar, misalnya: website, blog, atau media sosial.* (I can publish my work through a platform introduced by my teacher in the classroom to be read by larger audiences, e.g.: website, blog, or social media.)	2	0	1	0.3	Need to be revised
Tahap refleksi **6. Reflection stage** *Saya bisa memiliki waktu untuk merenungkan apa yang berjalan dengan baik dan apa yang perlu diperbaiki setelah saya menulis teks eksposisi analitis.* (I can have time to reflect on what went well and what needs to be improved after I write analytical exposition text.)	3	0	0	1	Valid
Struktur Umum Analytical Exposition **Analytical Exposition Generic Structure**	1	2	0	0.3	Need to be revised
1. Thesis statement *Saya bisa menyatakan topik dan menetapkan sudut pandang di dalam paragraf pertama teks eksposisi analitis.* (I can state the topic and establish the point of view (thesis statement) in the first paragraph of analytical exposition text.)	2	1	0	0.6	Valid
2. Arguments *Saya bisa menulis argumen untuk menautkan pernyataan tesis saya di paragraf ke dua.*	1	2	0	0.3	Need to be revised

(I can write arguments to link my thesis statement in the second paragraph.)					
3. Reiteration/conclusion *Saya bisa menyatakan kembali pernyataan tesis saya di paragraf terakhir.* (I can restate my thesis statement in the last paragraph.)	3	0	0	1	Valid
Saya bisa menulis pemikiran terakhir saya dan meringkas isi paragraf di kesimpulan. (I can write my final thoughts and summarize the body of the paragraph in the conclusion.)	3	0	0	1	Valid
Fitur Bahasa Analytical Exposition **Analytical Exposition Language features**	3	0	0	1	Valid
Saya bisa menggunakan bentuk "present tense" dengan tepat ketika saya menulis teks eksposisi analitis. (I can use the form of present tense appropriately when I write analytical exposition text.)	3	0	0	1	Valid
Saya bisa menghubungkan kalimat yang saya tulis dengan konjungsi seperti "because", "so", "furthermore". "moreover,"dll. dengan tepat. (I can link the sentences that I write with conjunctions appropriately (e.g., because, so, furthermore, moreover, etc.).	3	0	0	1	Valid
Average Score				0.82	Valid

Appendix M
Results of Experts' Evaluation on Questionnaire III

Items	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
Pendekatan CTL untuk Meningkatkan Kemampuan Menulis Analytical Exposition **CTL Approach to Improve Analytical Exposition Writing**	3	0	0	1	Valid
1. Constructivism *Menurut saya topik dalam pelajaran ini relevan dengan pengalaman, pengetahuan, dan situasi saya sebelumnya.* (I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation.)	3	0	0	1	Valid
2. Inquiry *Menurut saya kegiatan mengumpulkan informasi membantu saya menemukan sumber-sumber yang kredibel untuk mendukung argument saya ketika saya menulis teks eksposisi analitis.* (I think the activity to gather information helps me to discover credible sources to support my arguments when I write analytical exposition text.)	2	1	0	0.6	Valid
3. Questioning *Menurut saya guru di kelas saya telah mengajukan berbagai pertanyaan untuk mendukung proses belajar saya ketika saya menulis teks eksposisi analitis.* (I think the teacher in my classroom has asked various questions to support my learning process when I write analytical exposition text.)	2	1	0	0.6	Valid
4. Learning community	3	0	0	1	Valid

Menurut saya bekerja dan merevisi bersama teman-teman membantu saya mengembangkan tulisan eksposisi analitis saya. (I think working and revising with friends help me develop my analytical analytical exposition writing.)					
5. Modeling *Menurut saya, saya telah mendapatkan banyak contoh teks eksposisi analitis yang dapat saya adaptasi ke dalam tulisan saya sendiri.* (I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.)	3	0	0	1	Valid
Menurut saya, saya bisa memberikan contoh kepada teman-teman saya ketika kami menulis teks eksposisi analitis. (I think I can provide example to my friends when we write analytical exposition text.)	2	1	0	0.6	Valid
6. Authentic assessment *Menurut saya, saya bisa mempublikasikan tugas saya ke platform yang sesuai dan ke audiens yang lebih besar.* (I think I can publish my assignment to a proper platform and to a larger audience.)	2	1	0	0.6	Valid
7. Reflection *Menurut saya, saya mempunyai waktu yang cukup untuk merenungkan pembelajaran saya sendiri dan menceritakan apa yang berjalan dengan baik dan apa yang perlu diperbaiki dalam tulisan eksposisi analitis saya.* (I think I have sufficient time to	3	0	0	1	Valid

reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.)					
Analytical Exposition Generic Structure / *Struktur umum teks eksposisi analitis*	2	1	0	0.6	Valid
1. Thesis statement *Menurut saya, saya sudah bisa menyatakan topik dan pernyataan tesis di paragraf pertama dengan mudah setelah saya belajar dengan pendekatan CTL.* (I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.)	3	0	0	1	Valid
2. Arguments *Menurut saya, saya sudah bisa mengumpulkan sumber-sumber yang kredibel, misalnya: fakta, pendapat para ahli, statistik, dll. dengan mudah untuk mendukung argumen saya setelah saya belajar dengan pendekatan CTL.* (I think I have able to collect credible sources (e.g., facts, experts' opinions, statistics, etc.) easily to support my arguments after I learned with the CTL approach.)	3	0	0	1	Valid
Menurut saya, saya sudah bisa menulis argument untuk mendukung pernyataan tesis saya di paragraf kedua dan ketiga dengan mudah setelah saya belajar dengan pendekatan CTL. (I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach.)	3	0	0	1	Valid
3. Reiteration/conclusion *Menurut saya, saya sudah bisa menuliskan pemikiran akhir saya dan meringkas isi paragraf dengan*	3	0	0	1	Valid

mudah setelah saya belajar dengan pendekatan CTL. (I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.)					
Menurut saya, saya sudah bisa menyatakan kembali pernyataan tesis di paragraf keempat (paragraf terakhir) dengan mudah setelah saya belajar dengan pendekatan CTL. (I think I have able to restate the thesis statement in the fourth paragraph (last paragraph) easily after I learned with the CTL approach.)	3	1	0	1	Valid
Analytical Exposition Language Features / *Fitur Bahasa teks eksposisi analitis*	2	1	0	0.6	Valid
Menurut saya, saya sudah bisa menggunakan bentuk "present tense" secara tepat ketika saya menulis teks analytical exposition setelah saya belajar dengan pendekatan CTL. (I think I have able to use present tense form appropriately when I write analytical exposition text after I learned with the CTL approach.)	3	0	0	1	Valid
Menurut saya, saya sudah bisa memilih konjungsi yang sesuai (misalnya: "because", "furthermore", "moreover", "however", dll.) ketika saya menulis teks eksposisi analitis setelah saya belajar dengan pendekatan CTL. (I think I have able to select the appropriate conjunctions (e.g., *because, furthermore, moreover, however, etc.)* when I write analytical exposition text after I learned with the CTL approach.)	3	0	0	1	Valid
Average Score				**1**	Valid

Appendix N
Result of Experts' Evaluation on Reflection Page

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
Hal yang paling menarik yang saya pelajari dari kelas ini dengan menggunakan pendekatan CTL adalah …. (*Anda bisa memilih lebih dari satu kegian: mempelajari topik baru/ mengumpulkan sumber-sumber dari internet/ bertanya/ bekerja dengan grup/ menerbitkan pekerjaan saya ke platform "nowcomment"/ memberikan contoh kepada teman) karena…. **1. The most interesting thing I learned from this class with the CTL approach was/were ……. (*You can choose more than one activity: studying new topics/ gathering sources from the internet/ asking questions/ working with groups/ publishing my work to *nowcomment*/ providing examples to friends) because…….**	3	0	0	1	Valid
Kegiatan-kegiatan yang saya senangi untuk membantu kemampuan menulis teks analytical exposition saya adalah…. karena …. (Anda bisa merujuk ke kegiatan-kegiatan di nomor 1) **2. The activities that I enjoyed the most to improve my analytical exposition writing from this lesson was …… because ……. (You can still refer to the activities in number one)**	3	0	0	1	Valid
Saya ingin mengetahui lebih banyak tentang… karena….	3	0	0	1	Valid

3. I would like to find out more about……. because……					
Kegiatan-kegiatan yang menurut saya berjalan baik adalah…. karena…. **4. The activities that I think went well was…. because….**	2	1	0	0.6	Valid
Bagian tersulit dari pelajara ini adalah… karena…. **5. The hardest part in this lesson was …. because ….**	3	0	0	1	Valid
Saya harus bekerja lebih keras di bagian…… **6. I need to work harder at:**	3	0	0	1	Valid
Bacalah daftar kegiatan di bawah ini yang membantu Anda mengembangkan kemampuan menulis teks analytical exposition dan centang (✓) pilihan yang paling relevan menurut Anda. **Read the list of activities below that help you develop your analytical exposition writing skill and tick (✓) the option that is most relevant to you.**	3	0	0	1	Valid
Exploring/studying new topics (*mengeksplorasi/mempelajari topik baru*)	3	0	0	1	Valid
Gathering sources (*mengumpulkan informasi*)	3	0	0	1	Valid
Asking questions to friends, teacher (*bertanya pada teman, guru*)	3	0	0	1	Valid
Working with groups: peer-editing, brainstorming ideas together (*bekerjasama dengan grup: mengedit, bertukar pikiran*)	3	0	0	1	Valid
Seeing sample of analytical exposition text from the teacher / providing example to my friends (*melihat contoh teks analytical exposition dari guru / memberikan contoh kepada teman*	3	0	0	1	Valid

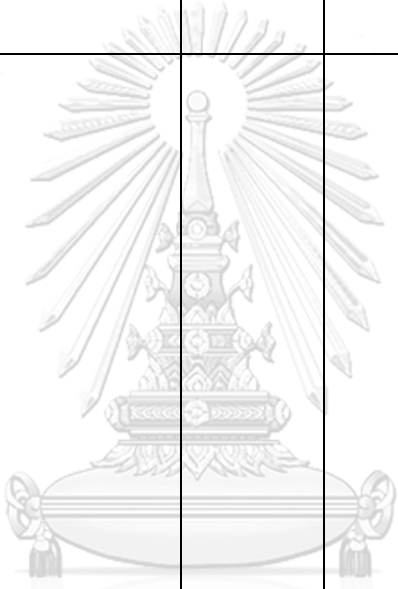|					
saya)					
Publishing my writing to be read by larger audiences *(menerbitkan tulisan saya untuk dibaca oleh audiens yang lebih besar)*	1	2	0	0.3	Valid
Writing in the reflection page and telling what went well and what needs to be improved *(menulis di halaman refleksi dan menceritakan apa yang berjalan dengan baik dan apa yang harus diperbaiki)*	3	0	0	1	Valid
Rencana saya untuk mengatasi kesulitan-kesulitan di pelajaran ini: **My plan to overcome the difficulties in this lesson**:	3	0	0	1	Valid
Average Score				**0.93**	Valid

Appendix O
Results of Experts' Evaluation on Interview Questions

Items	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. What do you think about participating in this writing lesson? *Apa pendapat Anda tentang berpartisipasi di kelas menulis ini?*	3	0	0	1	Valid
2. Do you think CTL approach help you improve your skill in writing analytical exposition text? How? *Apa menurut Anda pendekatan CTL membantu Anda untuk mengembangkan kemampuan Anda dalam menulis teks eksposisi analitis? Bagaimana?*	3	0	0	1	Valid
3. What are the learning elements which help you the most to improve your analytical exposition writing? Why? *Elemen-elemen belajar apa yang paling membantu Anda untuk mengembangkan kemampuan menulis eksposisi analitis? Kenapa?*	3	0	0	1	Valid
4. How do you think the learning elements help you improve your analytical exposition writing? *Bagaimana elemen-elemen belajar ini membantu Anda mengembangkan kemampuan menulis eksposisi analitis?*	2	1	0	0.6	Valid
Average Score				**0.90**	Valid

Appendix P
Results of Experts' Evaluation on Needs Analysis to Develop Analytical
Exposition Writing Topic

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
Dalam skala satu sampai sepuluh, apakah menurut Anda belajar menulis dalam Bahasa Inggris diperlukan? **On a scale of one to ten, do you think learning writing in English is necessary?**	2	1	0	0.6	Valid
Apa kemampuan menulis yang Anda ingin kembangkan dalam kelas ini? **What are the writing skills that you want to develop in this course?** ☐ **Understanding the generic structure of a particular genre in English** / *memahami struktur umum dari sebuah genre dalam Bahasa Inggris* ☐ **Understanding the language features of a particular genre in English** / *memahami fitur Bahasa dari sebuah genre dalam Bahasa Inggris* ☐ **Understanding the unity of ideas and the unity of structural elements** / *memahami kesatuan gagasan dan elemen struktural* ☐ **Understanding the components in writing (content, organization of ideas, vocabulary, grammar, and**	1	2	0	0.3	Need to be revised

mechanics) / *memahami komponen-komponen dalam tulisan (konten, penyusunan ide-ide, kosakata, tata Bahasa, mekanika penulisan)*					
Ketika saya menulis sebuah paragraf dalam Bahasa Inggris, saya mempunyai kesulitan dalam…. **Whenever I write a paragraph in English, I have difficulty in …...** ☐ **Understanding the content (e.g., theme or topic that I want to write)** / *memahami konten (missal: tema atau topik yang saya ingin tulis)* ☐ **Organizing the ideas** / *penyusunan ide-ide* ☐ **Vocabulary use** / *penggunaan kosakata* ☐ **Sentence structure or grammar** / *struktur kalimat atau tata bahasa* ☐ **Mechanics (e.g., punctuation, capitalization, spelling)** / *mekanika penulisan (missal: tanda baca, kapitalisasi, pengejaan)*	2	1	0	0.6	Valid
Kegiatan mana yang Anda lebih pilih untuk meningkatkan kemampuan menulis dalam Bahasa inggris di kelas ini? **Which of these activities do you prefer to choose in order to improve your English writing skill in this class?** ☐ **Getting assistance from my teacher** /	2	1	0	0.6	Valid

	2	1	0		
□ **Learning with my classmates in group or pair** / *belajar dengan teman dalam kelompok atau berpasangan* □ **Learning by myself** / *belajar sendiri* □ **Using sources from the internet** / *menggunakan sumber-sumber dari internet*					
Apa kegiatan favorit di luar jam sekolah yang Anda lakukan untuk membantu Anda meningkatkan kemampuan menulis dalam Bahasa Inggris? **What is your favorite after-class activities that you do in order to help you improve your writing skill in English?** □ **Watching English movies/series/videos** / *menonton film/serial/video berbahasa Inggris* □ **Writing diary in English** / *menulis buku harian dalam Bahasa Inggris* □ **Surf the internet**/ *mengakses internet* □ **Use my social media and write something there in English**/ *menggunakan social media saya dan menulis sesuatu di sana dalam Bahasa Inggris* □ **Participate in English club in my school** / *mengikuti klub Bahasa Inggris di sekolah saya*	2	1	0	0.6	Valid

Top rows: *mendapatkan bantuan dari guru saya*

Sumber materi pembelajaran apa yang ingin Anda gunakan untuk kelas menulis Bahasa Inggris ini? **What sources of learning materials that you want to use for this English writing class?** ☐ Handouts ☐ Internet ☐ Podcast ☐ Short videos ☐ Online newspapers or magazines	2	1	0	0.6	Valid
*Tulislah **tiga** topik yang menurut anda menarik untuk digunakan dalam kelas menulis Bahasa Inggris ini:* **Please write three topics that you find interesting to be used in this English writing class**:	2	1	0	0.6	Valid
Average Score				**0.60**	Valid

Appendix Q
Results of Experts' Evaluation on Sample Lesson Plan

Part one: overall comments

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. The learning outcomes of the lesson plans are appropriate.	2	0	1	0.3	Valid
2. The content difficulty is appropriate for the target group of students.	3	0	0	1	Valid
3. The language level is appropriate for the target group of students.	3	0	0	1	Valid
4. The language used in lesson plans is clear and understandable.	3	0	0	1	Valid
5. The teaching procedures are consistent with Process-based Analytical Exposition Writing Instruction using elements in CTL Approach	3	0	0	1	Valid
6. The materials and activities used in the lesson plans are appropriate for the target group of students.	3	0	0	1	Valid
7. The instructions of the tasks are understandable and easy to follow.	3	0	0	1	Valid
8. Time allocation for each lesson is appropriate.	2	0	1	0.3	Valid
Average Score				**0.90**	Valid

Part two: Teaching Procedures

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
Constructivism **Bridge (activating background knowledge)** • T ask ss whether they have taken breakfast before going to school and have them share what they ate for breakfast. • T shows a picture of breakfast around the world and have ss share their knowledge to the class. • T shows the clip entitled "What does the World Eat for Breakfast?" have ss watch and share to the class what they are interested in after the clip ended.	3	0	0	1	Valid
Situation (develop and arrange situation for students to explain main topic); Groupings (selecting a process of grouping the students) • T explains the aim of the lesson (to write an analytical exposition writing about "The Importance of Having Breakfast.") • T divide students into seven groups consisting five members on each group, ss in group start listing their own ideas on <u>why is having breakfast important?</u> through Google Jamboard. T displays the result and each group share their ideas to the class.	3	0	0	1	Valid

Inquiry **Situation (explaining the process of gathering data to support arguments in analytical exposition writing)** • Research to gather data • T tell ss that they can use sources from the internet to gather information about the topic discussed. T explains that the information will be used to support their arguments in analytical exposition writing. • T share and highlight the useful tip on research to gather data • T ask ss to go online and take notes to collect information on the internet about the importance of having breakfast.	3	0	0	1	Valid
Questioning **Questions (prompting questions which engage to students' knowledge on social function and generic structure of analytical exposition text)** • T presents the slide on "Analytical Exposition Writing" and ask ss the social function of it. T prompt questions of analytical exposition generic structure and ask ss what to write on each structure (thesis statement, argument(s), and reiteration/conclusion). • T prompts another question on the language features used in analytical exposition writing, ss share their ideas to the class.	1	2	0	0.3	Need to be revised

Learning community **Grouping (students work together to do process-based analytical exposition writing)** • Pre-writing T ask ss in groups to frame what they want to write on each generic structure of analytical exposition in the pre-writing brainstorming sheet. T remind ss to only list down their ideas and not writing it in paragraph.	3	0	0	1	Valid

Modelling + Grouping (students work together to do process-based analytical exposition writing)
    • Drafting
    • T shows <u>a model</u> of a text related to the topic being discussed from the platform called NowComment.
    • T highlights the language features of analytical exposition and elicits the structure (present tense, conjunction, mental verbs).
    • Ss in groups begin to organize their ideas to paragraphs on their **first draft.**
	2	0	1	0.3	Need to be revised

Grouping (students work together to do process-based analytical exposition writing)
    • Revising and editing
    • T shows peer-editing checklist to ss and elicit the content of the checklist.
    • Ss in group check each other's first draft by using the peer-editing checklist.
Ss hand in the peer-editing checklist to the assigned group, and each group revise and edit their work on
	2	0	1	0.6	Valid

Appendix R
Results of Experts' Evaluation on Pre-writing Brainstorming Sheet and Peer-editing Checklist

Item	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. Layout	3	0	0	1	Valid
2. Instruction	3	0	0	1	Valid
3. Description	3	0	0	1	Valid
Average Score				1	Valid

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CHULALONGKORN UNIVERSITY

Appendix S
Results of Experts' Evaluation on Process-Based Analytical Exposition Writing
Feedback Sheet

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. The elements to be assessed in process-based analytical exposition writing embedding the elements in CTL approach.	3	0	0	1	Valid
2. The points to be evaluated in each element are stated clearly.	3	0	0	1	Valid
3. The questions are appropriate to be used when assessing process-based analytical exposition writing with CTL approach.	3	0	0	1	Valid
4. The layout of the feedback sheet is appropriate.	3	0	0	1	Valid
Average Score				**1**	Valid

Appendix T
Results of Experts' Evaluation on Analytical Rubric

Statements	Evaluation			IOC Score	Comments or suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate		
1. There is an analytic rubric to assess the writing task.	3	0	0	1	Valid
2. The criteria can be used to assess analytical exposition writing test.	2	1	0	0.6	Valid
3. The descriptor for each criterion is appropriate.	2	1	0	0.6	Valid
Average Score				**0.73**	Valid

Appendix U
Sample of Students' Analytical Exposition Writing

Student No. : 01

Nowadays, many people underestimate learning English, even though learning English is very important for our lives. like when we are going to travel around the world, of course we will use English, because English is an international language. These are two reason why we should learning English.

First of all, English is an international language that is widely used in almost every country when communicating. Some countries where English is their official language are the United States, Canada, Australia, Ireland and New Zealand.Because of the differences in the language they were speaking, they needed a language that would connect them. The language needed to connect people is called international language. Well, sometimes, international languages are also referred to as universal languages.

The second is, We can watch movies without an Indonesian subtitle, if we watch a movie in English, of course we have to read the Indonesian subtitles so that we will understand the plot of the film or the contents of the movie. Of course, our eyes will get tired from constantly reading the subtitles. But if we understand English, it will make it easier for us when watching a movie, because without seeing the subtitles, we can understand the plot or content of the movie.

from the two reason above, i strongly believe that learning English is very important for our live.

Instruction:

Write a text in at least 200-250 words on the topic Why is learning English important? Give reasons to support your opinion. You may use a dictionary to help you find some words.

Petunjuk:

Tulislah sebuah teks dalam 200-250 kata pada topik "Why is learning English important?" Berilah alasan untuk mendukung opini Anda. Anda bisa menggunakan kamus untuk membantu menemukan beberapa kata.

English is the language of international communication with the most wide used language in the world. According to Statista.com. In 2022, there were around 1,5 billion people worldwide who spoke English either natively or as a second language. English language can be used as a daily language. like language at education and also the language of business. There are several reasons why learning English important.

Learning English is important because it can be a media communication with people from around the world. Nowadays, English is currently the language of the Internet. Self you understand English language, you will be able to exchange information with more people online, improve your education and also helps you communicate with global citizen.

Furthermore, research from a Zoit swiss study shows that learning new language like English can changes the brain responsible for memory, conscious thought and can make you more creative. So Learning English can make you smarter.

Last but not least, English makes you easier to travel. Based on the these, If you understand English language, is also very helpful when we want to travel to other country.

In conclusion, learning English is very important for our [...], especially for socializing with people around the world.

Halaman 1 / 1

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WRITING P

Name : Siti Ressa Saskia

Student no. : 32

Instruction:

Write a text in at least 200-250 words on the topic Why is learning English important?
Give reasons to support your opinion.

Petunjuk:

Tulislah sebuah teks dalam 200-250 kata pada topik "Why is learning English important?"
Berilah alasan untuk mendukung opini Anda.

For me, who has aspirations to be a reporter, English is very important to learn, because
with me can speak English I can talk to anyone. if I can speak English it will make it easier
for me to get a job as a reporter. Apart from that, because I have a hobby of playing online
games, English is very influential because currently most online games use English, and it
can make it easier for me to make friends.

Berilah alasan untuk mendukung opini Anda.

Answer : Because, English is an international
language, it is the language that
communicates between countries
and countries
English is by far the most widely
spoken language in the world and is
considered to be the mother
tongue of the more than 400 million
people in the world. This was the
basis of the importance of learning
English.
Knowing English increases our
chances of getting a good job in a
multinational company within our
home country or for finding work
abroad. It's also the language of
international communication, the
media and the internet, so learning
English is important for socialising
and entertainment as well as work!

Writing Practice 1

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Lihat histori

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Komentar pribadi
Adzkiya noor ifadha Ra...
28 Feb, 20.36
Introduction
Body of the paragraph
Conclusion

Kembalikan

WRITING PRACTICE

Name:
Student:
Instruction:
Write a text in at least 150-250 words on the topic
"Why is learning English is important?" Give a reason
to support your opinion.

Answer:
"Why is learning English is important?"

First, we already know that English is the language for
international communication. By knowing that English is the
language for international communication means you will
increase your change in everything through learning English.
So, we need to know why learning English is important.

In my opinion, learning English is great to education, career,
entertainment, and to your relationship with peers. From education,
By learning English you will increase you change in continuing
your education abroad. From career if you plan to enter a
global workforce, learning English will surely be beneficial in
for you. It also can open many more future opportunities in
you career path, because English is also the language of business.
From entertainment, many of the worlds' hit films, books, and
music are produced and produced in English. Therefore,
by learning English you will have access to a great wealth of
entertainment and will be able to have a greater general
understanding from humanizing with others, by learning
English you can have chance to broaden you knowledge.

with foreign people. It will give you some sort of confidence
to begin conversation with other people around the world.
example when you travel abroad.

1. Make your practical tips to share on how to improve
your English fluency and in fun ways:
1. Watch movies with English subtitles or no subtitles
2. Read texts, poetry, newspaper in English
3. Listen to English music.
4. Find an English learning community.
And maybe there are many other tips to you can try.

So that's all my opinions from me, from my opinions about
learning English is very important for all kinds of fields
ranging from education, career, entertainment, and relationships
with others. You guys, must to study English! - -

Now Comment Platform

Topic 1: Are Eco Bags Useful?

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Adzkiya noor ifadha Rahman ▾

Document: Invite 🔵 ⓘ ✎ More ▾ f ▸ ➕   ● 2-Pane ○ Combined   Comments: ○ Full ○ Summaries ○ Sorted   Updates ▾

Are Eco Bags Useful?

Group 1 (Members): Dea, Safira, Adinda, Elky, Dika, Fauziah

Eco bag is kind   ᵃ used many times and does   1
not harm the environment because it is made from natural materials. Research stated that ecobags not only recycle material that would be going to waste, they also eliminate the need for single-use plastic bags that have proven to harm the environment (United Nations Climate Change). There are several other reasons why eco bag is useful.

2 General Document comments
5 Sentence and Paragraph comments
0 Image and Video comments

Paragraph 2 1

Adzkiya noor ifadha Rahman: Thesis statement ✅
EDIT | REPLY

First, eco bags are reusable, because, it is made with woven or non woven   3
polypropylene. Moreover, eco b
can carry more weight than regu
packed with sharp objects. This means quicker bagging, fewer bags to carry, fewer trips to and from your vehicle, and easier loading and unloading. Second, in terms of environmental issues, eco bags are made from materials that can be broken down into pieces easily. Some eco bags are made from natural materials called biodegradable. Then, they can also reduce pollution because we don't have to burn it like plastic bags. Lastly, eco bags are more aesthetically pleasing than plastic bags (The Yale Ledger, 2022).

From the four reasons above, it can be concluded that eco bags are useful especially for   4
the environment, therefore, more and more people try to move from using plastic bags to eco bags in their daily life.

Add to Document

Paragraph 3 4

Adzkiya noor ifadha Rahman: Arguments ✅
REPLY

NEW aulian syahnaz: I think eco bags are very useful and can be used repeatedly

I think I agree with you. I experience using eco bags when I buy some fruits in the market. They are stronger than plastic bags and they definitely can carry heavy weight.
REPLY

NEW Aurell Aja: How many eco bags do you guys have in your house? 😳
REPLY

NEW Siti Muhita: benefits of eco bag for school

You're absolutely right! I like using eco bags to school to carry my heavy books. They are really strong!
REPLY

General Document Comments 2

Adzkiya noor ifadha Rahman: Reiteration/Conclusion ✅
REPLY

NEW Siti Aenun Zahra Aenun Zahra: There are several trends in the use of eco-friendly bags that we can emulate

I couldn't agree more with you. I saw some trend about using eco bag for our personal bag. when I look at it, it turns out to be quite fashionable! I think I will start using it for my personal bag.
REPLY

Topic 2: Should Students Have Cell-phone Screen Time?

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Group 2

Group 2 (Members): Andini, Alan, |

Cell phones are part of technology that people use for their everyday life. With cell phones, people can be aware of the latest information, and cell phones can also provide a positive side for someone who wants to start a business via cell phone using internet access and social media such as through an application.

The use of cell phones are also important, specifically for students, to help them learn, see the latest information, expand their knowledge, and access online learning through an application. With cell phones, students can communicate with their friends near and far, discuss their learning via chat or video conference application, and even as a refreshing medium, such as viewing content that makes them entertained (Ministry of Information and Communication, 2018).

Since students have access to their cell-phones, they will be having a lot of time in front of the screen, because most students carry out assignments using cell phones to make their work easier, can access more internet to add insight, and sometimes students use cell phones to discuss with their friends. Therefore, to avoid negative impacts from looking at the screen for too long, screen time needs to be applied.

According to Maulida (2022) screen time is the amount of time a person spends viewing an electronic device with a screen, such as a computer or television. Screen time is important for students because first, mobile screen time can help manage students' time, therefore, when students do this, they will be more disciplined with time. Second, screen time can help students to track down the time spent playing social media. Third, screen time is very useful for students so they can limit their cell phone use, and interact more with friends around them without using a cell phone. Finally, when students apply screen time on their phone, they will be more focused on their learning.

To summarize, screen time is very important for students because they can manage their time well, can be more disciplined, can help them track down the time when playing social media, and can focus more on their study.

Source:

Ministry of Information and Communication, 2019

https://tekno.kompas.com/read/2022/11/20/12000007/apa-itu-screen-time-dan-berapa-lama-screen-time-yang-ideal-?page=all

Add to Document

Comments: ●Full ○Summaries ○Sorted

0 General Document comments
3 Sentence and Paragraph comments
0 Image and Video comments

Paragraph 2

Ina A: I think we can cut out the thesis statement where you say about the usefulness of cell phones for people for business, and replace them with the usefulness of cell phones for students to make the sentence easier to read.

REPLY   Apr 11

Paragraph 3

Nadia A: Maybe your group can add examples of group chats or social media that students often play and how long they spend on it.

REPLY   Apr 11

Paragraph 5

Paragraph 5, Sentence 1

Shalsabila F: Yes, besides being able to help improve our health, our eyes will also be protected from radiation from cellphones, which of course if we limit the time to play cellphones, our eyes will definitely be sore.   [Edited]

REPLY   Apr 11

General Document Comments 0

LOG IN / SIGN UP

Group 3

Group 3 (Members): Ina Ira, Nadia, Rahman, Rakha, Salsa

Cell phones are one of the developing technological tools that are widely used for various needs, for example, used by students to study and practice all kinds of things. Cell phones also have a close relation with screen time. The Cambridge Dictionary site also states that screen tome is the amount of time a person spends looking at an electronic device with a screen, such as a computer, mobile device, or television. It is important for students to have screen time.   **2**

First, screen time can increase social connection using technologies, such as social media and messaging apps, people can easily connect with their friends and family who are in distant locations (Fingermann, Birditt, and Umberson, 2020). Second, screen time can help students expand their knowledge. With access to the internet and various online resources, people can broaden their knowledge on various topics and access information that may not be available in their environment (Charaipotra and Zapata, 2022).   **3**

In conclusion, today's technological development is very rapid so that all things can be done depending on technology including when students use their cell phones to learn, socialize, make activities easier for communication.   **4**

Source: **5**

Fingerman KL, Birditt KS, Umberson DJ, editors. Use of Technologies for Social Connectedness and Well-Being and as a Tool for Research Data Collection in Older Adults. In: National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Board on Behavioral, Cognitive, and Sensory Sciences. Mobile Technology for Adaptive Aging: Proceedings of a Workshop. Washington (DC): National Academies Press (US); 2020 Sep 25. 4. Available from: https://www.ncbi.nlm.nih.gov/books/NBK563112/   **6**

Charaipotra, S., & Zapata, K. (2022, December 19). *5 ways screen time can benefit children and families.* Parents. Retrieved April 10, 2023, from https://www.parents.com/parenting/better-parenting/teenagers/screen-time-experts-say-quality-matters-more-than-quantity-especially-in-a-pandemic/   **7**

Comments

0 General Document comments
3 Sentence and Paragraph comments
0 Image and Video comments

Paragraph 3   **2**

Apr 11 🕐

NEW Muhammad Andika S: the word people maybe can be changed to students, to make it more specific like the topic
REPLY

Paragraph 3, Sentence 1   **1**

Apr 11 🕐

NEW Adinda S: I think the arguments can be written with connecting words and put it into paragraphs
REPLY

Paragraph 4   **1**

Apr 11 🕐

NEW Safira Ayu D: The conclusion part is still quite confusing, the tone is like a thesis statement instead of a conclusion
REPLY

General Document Comments   **0**

Topic 3: The Best Travel Destination in Indonesia

Group 4

Group 4: Lombok, West Nusa Tenggara

1 Indonesia, which is the largest archipelago in the world, consists of 18,108 islands. It has five big islands, and other 30 smaller groups which spread along the equator, which gave Indonesia a tropical climate throughout the year. The most populated and largest islands are Sumatra and Java. The other islands which are also as important and famous as Sumatra and Java are Kalimantan, Sulawesi, and Irian Jaya. The capital city of Indonesia is in Java, Jakarta, which is about the same size as Singapore (Jakarta = 750.28 km2 and Singapore = 707.1 km2). Indonesia is a beautiful country with a diverse culture and rich history. It is home to numerous beautiful travel destinations that attract tourists from all over the world. The best travel destination in Indonesia is (**Lombok**)

2 The reason why people should visit Lombok is because there are many interesting destinations to visit, for example Komodo Island, Pink Beach, and Labuan Bajo.

3 Firstly, we can only find Komodo on Komodo Island. The Komodo National Park is the habitat of various other land and sea creatures. Secondly, Lombok is an island which is surrounded by beautiful beaches and clear sands. If we go to Lombok, do not forget to visit Pink Beach. Of course, it is a pink-colored sand, which is caused by microscopic animals called *foraminifera* that produce red pigment on the coral reefs (Ministry of Tourism, Republic of Indonesia, 2023). Another thing to visit Pink Beach is the beauty of its scenery, so do not forget to take a lot of pictures there. Finally, in Labuan Bajo, you will feel a complete traveling sensation. Starting from marine and cultural tourism, to seeing animals from ancient times. Not only that, Labuan Bajo also saves many beautiful destinations that can be the perfect getaway for healing.

4 To sum up, Lombok is a comfortable place if you are looking for a place of mind and a time for healing. Now you have a reason why you must visit Lombok!

Source:

https://www.indonesia.travel/gb/en/destinations/bali-nusa-tenggara/lombok/mandalika

[Add to Document]

Paragraph 4

F: I agree with Andin, since this information can be read by foreign tourists, it will be great if they know the weather too, so they can pack correct type of clothes
REPLY | COMMENT OPTIONS ▼
Apr 13

': Has anyone here ever travelled to Lombok?
REPLY | COMMENT OPTIONS ▼
Apr 13

General Document Comments 2

: culinary
I think it will be more interesting if you guys can add culinary destinations in Lombok too.
REPLY | COMMENT OPTIONS ▼
Apr 13

m: homestay/hotels
I think you can add a place to stay in Lombok if there are tourists who want to stay a few days in there
REPLY | COMMENT OPTIONS ▼
Apr 13

Group 5

Group 5: Bali, Indonesia

1 Indonesia, which is the largest archipelago in the world, consists of 18,108 islands. It has five big islands, and other 30 smaller groups which spread along the equator, which gave Indonesia a tropical climate throughout the year. The most populated and largest islands are Sumatra and Java. The other islands which are also as important and famous as Sumatra and Java are Kalimantan, Sulawesi, and Irian Jaya. The capital city of Indonesia is in Java, Jakarta, which is about the same size as Singapore (Jakarta = 750.28 km2 and Singapore = 707.1 km2). Indonesia is a beautiful country with a diverse culture and rich history. It is home to numerous beautiful travel destinations that attract tourists from all over the world. The best travel destination in Indonesia is (**Bali**)

2 First, Bali is a mainstay tourist destination in Indonesia which is very famous in the world. This is because Bali has a variety of beautiful natural attractions. Bali is also known as the island of the Gods, Pulau Seribu Pura, or island of paradise. Bali is also famous for their beaches. Places that are frequently visited are the beaches of Kuta, Legian, Seminyak, Jimbaran, Tanah Lot, Canggu, Nusa Lembongan, Ubud, and Nusa Dua, which become the main destination for beach tourism.

3 Second, most of the Balinese are followers of Hinduism. Other religions are Buddhism, Islam, Protestantism, and Catholicism. The Balinese people who adhere to the devout Balinese Hindu religion live their life dedicated to traditional ceremonies that aim to maintain harmony in the world. Besides being famous for its natural beauty and attractions, Bali is also famous for its cultural tourism. Music, dance, and Balinese traditional ceremonies or rituals are the main attractions of tourists visiting the island of Bali. This further adds to the wealth of tourism in Bali and strengthens the international tourism destination.

4 Bali is also famous for its dances. The dances which are very popular for tourists to foreign countries are the Kecak dance, Pendet dance, and the Barong dance. Around the 1930s, Wayan Limbak worked with German painter, Walter Spies, to create the Kecak dance based on the *Sang Hyang* tradition and parts of the Ramayana story. Wayan Limbak popularized this dance while traveling the world with his troupe of Balinese dancers.

5 Third, there are many choices of food on this island. People can basically find a lot of different kinds of food, such as international cuisine to traditional Balinese cuisine, or even other Indonesian regional dishes, they are scattered in every corner of the island of Bali. Balinese foods that are quite famous are called *Betutu* chicken or duck, roasted pork, *Lawar, Sate Lilit*.

6 In conclusion, Bali is the best destination in Indonesia because there are so many beautiful tours and culture that can attract a lot of people, from locals to international tourists.

Source:

https://www.indonesia.travel/id/id/destinasi/bali-nusa-tenggara/bali

General Document Comments 3

You can add interesting trivia about the language that Balinese people use as part of their culture
REPLY | COMMENT OPTIONS ▼
Apr 13

I agree with Alyfia. Maybe you can add this: banasa Bali and Bahasa Indonesian are the most prominent languages on the island. Most people in Balinese are bilingual and speak both these languages. A few people are fluent in the English language.
I found it from here https://traveltriangle.com/blog/know-all-about-bali/
REPLY | COMMENT OPTIONS ▼
Apr 13

: This reminds me of our school trip to bali! Now I miss going there again!
REPLY | COMMENT OPTIONS ▼
Apr 13

Topic 4: Should TikTok be Banned in Indonesia?

Should TikTok be Banned in Indonesia?

Topic 4: Should TikTok be Banned in Indonesia?

Group 6: Dewi, Agil, Mukty, Najwa, Tiara, Zeta

Thesis statement:

Social media platforms are rocketing, especially in Indonesia. Various advanced features are also presented in it to make users survive. According to the research, currently a rapidly growing social media platform is a short video application, which allows users to share and enjoy various entertainment and educational content. One of the examples of this platform is called TikTok. It is a social media app dedicated to short-form videos created for and consumed by users. The length of videos is 15 to 60 seconds. Amateur and professional creators alike can add effects like filters, background music, and stickers to their videos, and can collaborate on content and create split-screen duet videos, even if they are in different locations (D'Souza, 2023).

TikTok is very close to the hearts of Indonesian people. This short video sharing platform made by Bytedance is still the talk of the community around the world, with a total of 10 million active users in Indonesia and 732 million active users in the world (Julianto, 2021). Data indicates that users in Indonesia reportedly spent 29 minutes to watch, create, find and share videos on the platform, as shared by TikTok Indonesia in October 2019. It also received the Best App and the Most Entertaining App of 2018 awards from Google Play.

Despite the impressive growth and numbers, things haven't always gone well for TikTok. On July 3, 2018, the Indonesian Communications and Information Ministry temporarily blocked the app after learning it contained "pornography, inappropriate content and blasphemy." The ban was lifted one week later, however, after the ministry said that TikTok showed its commitment to deleting any negative content on the platform (The Jakarta Post, 2020).

Arguments:

Firstly, TikTok can make the users have an excessive screen time. If they are scrolling TikTok to procrastinate, then spending time on TikTok becomes wasteful. Secondly, TikTok result in vandalism. TikTok users posted 'challenge' content to introduce users to some harmful activities, such as destroying school bathrooms. Moreover, as an example in Indonesia, there is a guy who told their parents into making an uneducated content, to beg to his viewers to be given a reward from TikTok, such as coins and stickers that could be redeemed by money later. He asked his mom to take a mud bath, a video that is very unfavorable to be viewed not only by all people but especially the minors. In addition, there is also another content that shows body curves, or setting some beauty standards, which might be sensitive to other people. Finally, TikTok's algorithm is hard to predict. Let's say you are making a video that you expect to pass through a "For You Page" or an FYP, with the similar type of video, length, and same hashtag and same time, but you cannot necessarily expect the same result, as being in the For You Page takes a lot of luck.

Conclusion:

In conclusion, there are definitely a lot of disadvantages to using TikTok, for instance, TikTok is a huge time waster, people spend hours scrolling and can't figure out where the time went, it also results in vandalism and its algorithm is hard to predict. As users, it is advised that we should be considerate in filtering what content that we want to watch, so TikTok can be a useful app in the future.

Sources:

https://www.investopedia.com/what-is-tiktok-4588933

https://~~~~~~~~~~~~~~~~~2020/02/20/banned-and-adored-tiktok-in-a-nutshell.html

https://~~~~~~~~~~~~~~~~com

Comments: ◉ Full ○ Summaries ○ Sorted

Saffira Ayu D: In my ~~~~~~, you can make a stronger argument by adding more data based on surveys or studies about how much the impact of scrolling TikTok to cell-phone screen time especially for students.
REPLY   REPLY WITH AI

Maulidya R: I agree with what Saffira said. It will be better if you can find statistics about how long people spend in tiktok app to support the statement that tiktok can make their users have an excessive screen time.
REPLY   REPLY WITH AI

General Document Comments 8

Naya D: I think the thesis statement is too much
REPLY

alyfia z: Maybe you can elaborate why there is a violation content in tiktok that brings to vandalism eventhough tiktok has made it clear that this is not allowed.
REPLY

Rizki R: I think it's great that you ~~~~~~~~~ a real example about some negative comment that is being uploaded on tiktok. It was also viral a while ago.
REPLY

putri a: While there are some ne ~~~~~~~~~ cs tiktok bring in indonesia, i still believe that people nowadays use it positively.
REPLY

Muhammad Andika S: I agree with what Nanda said. I see a lot of educational content, I even found an account who give free lesson about tenses and grammar when they're doing a live channel.
REPLY

Zahra A: I also agree with this. I think today people will consider to use this platform positively, like for example, selling their products as part of digital busine ~~~~~~
REPLY

Fauziah nur m: The ~~~~~~~~~~~ I summarized clearly. Maybe one thing to add it can be more interesting if you can give the reader some suggestions or recommendation ~~~~~~~~~~ ld they stay in tiktok or not, even after reading the disadvantages the app bring to people.
REPLY

Appendix V
Result of Students' Analytical Exposition Writing Test from Two Raters

Participants N=36	Pretest (20)		Posttest (20)	
	Rater A	Rater B	Rater A	Rater B
S1.	15	15	16	18
S2.	11	12	14	14
S3.	12	13	16	16
S4.	1	1	8	8
S5.	12	13	15	14
S6.	12	13	15	15
S7.	7	7	14	16
S8.	15	15	16	18
S9.	1	1	12	12
S10.	11	12	13	13
S11.	9	9	11	11
S12.	1	1	14	17
S13.	12	12	13	16
S14.	10	11	16	18
S15.	12	13	18	19
S16.	1	1	15	17
S17.	11	11	16	18
S18.	1	1	8	8
S19.	12	15	18	19
S20.	12	15	14	18
S21.	12	15	15	18
S22.	12	12	14	14
S23.	12	12	14	17
S24.	12	12	16	18
S25.	12	12	16	16
S26.	11	11	14	13
S27.	15	15	18	19
S28.	1	1	16	15
S29.	11	11	11	14
S30.	12	13	14	15
S31.	8	8	14	18
S32.	12	15	16	19
S33.	8	10	13	15
S34.	11	12	12	16
S35.	10	11	13	15

Appendix W
Result of Questionnaires

a. Analytical exposition writing questionnaire I

Statements	Likert Scale			
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Process-based Analytical Exposition Writing				
Research to gather data I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.		15	11	9
Pre-writing I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text.	1	5	13	16
Drafting I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.	3	9	16	7
Revising and editing I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements).	11	9	15	
Publishing I can publish my work through a platform introduced by my teacher.	3	17	8	7
Follow-up task / reflection I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.	1	3	5	26
Analytical Exposition Generic Structure				
Thesis statement I can state the topic and establish the point of view (thesis statement) in the first paragraph.		16	17	2
Arguments I can write arguments to link the thesis statement in the second paragraph.		10	16	9
Reiteration/conclusion a. I can restate the thesis statement in the last paragraph.		6	21	8
b. I can write my final thoughts and summarize the body of the paragraph.		10	19	6
Analytical Exposition Language features				
I can use the form of present tense correctly when I write analytical exposition text.	1	9	14	11
I can link the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)	5	11	6	13

b. Analytical exposition writing questionnaire II

Statements	Likert Scale			
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Process-based Analytical Exposition Writing				
Research to gather data I can collect evidences from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.			15	20
Pre-writing I can brainstorm, take notes, or outline my ideas before I begin to write my first draft of analytical exposition text.			25	10
Drafting I can develop my ideas into paragraphs to the first draft when I write analytical exposition text.		1	25	9
Revising and editing I can review my first draft to be revised and edited by myself or with my peer in the second or third draft when I write analytical exposition text (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements).		1	24	10
Publishing I can publish my work through a platform introduced by my teacher.		3	20	12
Follow-up task / reflection I have time to reflect on what went well and what needs to be improved after I write analytical exposition text.		3	18	14
Analytical Exposition Generic Structure				
Thesis statement I can state the topic and establish the point of view (thesis statement) in the first paragraph.		3	23	9
Arguments I can write arguments to link the thesis statement in the second paragraph.			15	20
Reiteration/conclusion a. I can restate the thesis statement in the last paragraph.		2	21	12
b. I can write my final thoughts and summarize the body of the paragraph.		1	26	8
Analytical Exposition Language features				
I can use the form of present tense correctly when I write analytical exposition text.		7	21	7
I can link the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)		2	22	11

c. Analytical exposition writing with CTL approach questionnaire III

Statements	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
	Likert Scale			
CTL Approach to Improve Analytical Exposition Writing				
Constructivism I think the topic in this lesson is relevant to my previous experience, knowledge, and current situation.			10	25
Inquiry I think the activity to gather information helps me to discover credible sources that I need to support my arguments when I write analytical exposition text.			12	23
Questioning I think the teacher in my classroom has helped me raise various questions to her in order to support my learning process when I write analytical exposition text.			4	31
Learning community I think working and revising my work with my friends help me develop my analytical exposition writing.			9	26
Modeling a. I think I have gained a lot of sample texts of analytical exposition which I can adapt into my own writing.)		2	17	16
b. I think I can give input to my friends when we write analytical exposition text.		5	21	9
Authentic assessment I think my teacher has done the authentic assessment since the scoring is based on my writing process.			18	17
Reflection I think I have sufficient time to reflect on my own learning and to tell what went well and what needs to be improved in my analytical exposition writing.		4	23	8
Analytical Exposition Generic Structure				
Thesis statement I think I have able to state the topic and thesis statement in the first paragraph easily after I learned with the CTL approach.		1	24	10
Arguments I think I have able to collect credible sources (e.g., facts, experts' opinions, statistics, etc.) easily to support my arguments after I learned with the CTL approach.			19	16
I think I have able to write arguments to support my thesis statements in the second and third paragraph easily after I learned with the CTL approach.			27	8
Reiteration/conclusion a. I think I have able to write my final thought and summarize the body of the paragraph easily after I learned with the CTL approach.			27	8
b. I think I have able to restate the thesis statement in the fourth (last) paragraph easily after I learned with the CTL approach.		1	26	8
Analytical Exposition Language Features				
I think I have able to use present tense correctly when I write analytical exposition text after I learned with the CTL approach.		6	20	9
I think I have able to select the appropriate conjunctions (e.g., *because, furthermore, moreover, however, etc.*) when I write analytical exposition text after I learned with the CTL approach.		3	22	10

VITA

NAME	Adzkiya Noor Ifadha Rahman
DATE OF BIRTH	06 December 1996
PLACE OF BIRTH	Bogor
INSTITUTIONS ATTENDED	Pakuan University, Faculty of Social Sciences and Humanities, English Literature Program
HOME ADDRESS	Kp. Cimande Nangoh RT 06/01 No.35 Desa Lemah Duhur Kecamatan Caringin Kabupaten Bogor Jawa Barat, Indonesia 16730
PUBLICATION	INVESTIGATING EFL LEARNERS'DIFFICULTIES AND STRATEGIES IN ACADEMIC WRITING SKILL: A QUALITATIVE STUDY 2023/1/7 ELP Journal of English Pedagogy
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