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UNDERSTANDING ANALYTICAL EXPOSITION TEXT WRITING WITH AN SFL APPROACH: A COMPARATIVE ANALYSIS OF MODEL TEXT AND STUDENT'S TEXT

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Abstract: This research aims to explore the ability of eleventh-grade students to create analytical exposition texts based on their generic structure and language features, using a descriptive qualitative research approach. The study focuses on comparing model texts with students' writing to describe the types of Systemic Functional Linguistics (SFL) approaches employed and analyze the transitivity in writing analytical exposition. The participants of this study are eleventh-grade students selected based on a teacher's recommendation. The researcher reports the natural phenomena without applying any treatments that could influence the results. The primary objective is to understand the student's ability to produce analytical exposition texts without intervention. The data collection involves analyzing sentences in the form of students' analytical exposition text assignments provided by the teacher. The researcher examines the clarity of ideas and evaluates the grammatical and generic structure present in the students' writing. This research utilizes a descriptive qualitative approach to capture and describe the natural phenomenon of students' analytical exposition text writing. The findings contribute to understanding the students' proficiency in creating analytical exposition student texts, as well as identifying areas that require further attention in instructional practices.

Keywords: analytical exposition text, systemic functional linguistics, transitivity system

INTRODUCTION

Systemic functional linguistics explains how humans use language to reflect their thoughts or meanings appropriately. As stated by Eggins (1994), all instances of language usage are motivated by a purpose, irrespective of whether that purpose is clearly stated or readily apparent. It means he isn't just talking or writing when everyone else is. What he wishes to undertake must have a significance or goal in mind. Furthermore, any linguistic event's outcome is referred to as a text. Derewianka (1990) states that a reader is any meaningful stretch of spoken or written language. A text is formed while speaking or writing to communicate a message.

According to Scott (1996), referenced in Apsari (2017), writing is a direct activity used to communicate. It implies that writing is a crucial aspect of our lives. Writing is valuable since it lets you put your ideas and thoughts on paper. According to Linse (2006), cited in Suprijadi & Masitoh (2015), writing is a process and result that involves discovering ideas, putting them on paper, and organizing them into phrases and paragraphs. According to White and Arndt (1993), writing is the process of thinking, and it entails organizing thoughts, planning, and creating goals. Some aspects of writing appear to be difficult for kids to grasp. They must spend time investigating ideas, making mental notes, brainstorming, gathering information, and so on.

It is common for students to feel disengaged and apprehensive in writing classes due to the complexities of the subject. They often worry about making mistakes and struggle with organizing their thoughts into written form. This anxiety can impact their performance and engagement in writing activities. In order to produce well-written and readable texts, students need to effectively adjust the content to its title, structure their writing, use appropriate vocabulary, syntax, and punctuation, and ensure coherence and cohesion. According to Flynn and Stainthorp (2006:23-25), writing is a complex process that requires writers to carefully consider and express their thoughts and ideas in written form. Unlike in speaking, where individuals can provide additional explanations and repetitions to ensure understanding, writing requires clear and concise communication without direct interaction with the reader.

High school learners are introduced to various text types, including narrative, descriptive, report, and exposition texts. Exposition texts are further divided into hortatory exposition, which aims to recommend, and analytical exposition, which aims to persuade readers to adopt the writer's viewpoint. Analytical exposition texts, as described by Sudarwati (2007:116), are intended to raise awareness of existing problems. In the writing process, senior high school students are expected to express their ideas clearly and ensure reader comprehension. As noted by Raimes (1983) in Sani (2017), writing is the skill of organizing ideas, feelings, and thoughts into words, sentences, and paragraphs. It serves as a means of expressing ideas across various genres.

Therefore, this study aims to investigate the use of the Systemic Functional Linguistics (SFL) technique in students' analytical exposition texts at the senior high school level. The researcher intends to assess students' ability to write analytical exposition texts by comparing model texts with students' own writings, focusing on genre elements. The study's title is "Understanding Analytical Exposition Text Writing with an SFL Approach: A Comparative Analysis of Model Texts and Students' Texts." On the other hand, a thorough understanding of Systemic Functional Linguistics is required of a teacher (SFL). SFL, Gerot and Wignell (1994) define language as a tool for creating meaning and seek to understand language in practical use by examining texts and their contextual factors. Teachers should not only know SFL as a foundation for teaching descriptive literature but also be capable of delivering it during the teaching and learning process. In other words, to effectively help students grasp instructional genres, teachers should be knowledgeable with varied pedagogical information.

LITERATURE REVIEW

The Concept of Genre

According to Hyland (2004:3), the genre is terminology for putting the text together that illustrates ways writers frequently use language to respond to reoccurring events. It is an intriguing notion for many people since it manages the common sense labels we use to classify texts and the settings wherein they happen.

The concept of genre is based on the notion that community members. Generally, those who have little difficulties identifying similar characteristics mainly in the text they use regularly can draw on their repeated experiences with such text to read, understand, and probably write it quickly. In part, to writing as an expectation-based practice: the reader's odds of perceiving the writer's intention are boosted if the writer takes the care to foresee whatever the writer could be expecting based on previous texts of the same kind that they have read. Based on the explanation above, the term genre can be defined as a criterion for a literary composition that expresses the writer's language to respond to a circumstance.

The Concept of Analytical Exposition Text

Analytical exposition text is one of some texts learned in Senior High School in Indonesia, especially in second grade. According to Gerrot and Wignel (1998), Analytical exposition is a genre that persuades the reader or listener that something is the case. In addition, Cahyono (2009) says analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. The writer gives some arguments or facts as the fundamental reasons why something is the case to prove that something is necessary. Furthermore, Kartini and Farikah (2015:556) state that analytical exposition presents information, ideas, or issues to inform and persuade the reader or listener. So, analytical exposition provides the writer's opinion about something that happens in society.

SFL (Systemic Functional Linguistics)

According Systemic Functional Linguistics (SFL) is a powerful framework for describing and modeling language as a resource for making meaning and choices. This framework treats language beyond its formal structures and takes the context of culture and situation in language use (Halliday 1985, 1994; Matthiessen, 1995; Martin & Rose, 2003). SFL is identified with the linguists of the London School, specifically Halliday, whose immediate goal in the stylistic analysis is "to show why and how the text means what it does" (Halliday, 1971; Martin, 1992; Halliday & Matthiessen, 2004). To illustrate what the text means, Figure 1 illustrates that meaning in texts is determined by (1) context of culture, (2) context of situation, and (3) metafunctions.

Context of situation, according to Halliday (1994), can be realized by (a) mode, which is the organization of the message; (b) field, the expression of world view; and (c) tenor, the relationship between the interlocutors, while the field is experiential, the tenor is interpersonal, and mode is textual. Among the three metafunctions, the field determines the transitivity pattern (Halliday, 1978; Malmkjær, 1991). According to Halliday (1970), metafunctions can be divided into three: textual, ideational, and interpersonal. Textual provides links between language and the features of the situation in which it is used. Ideational serves to express "content" or the speaker's experience of the natural world, including the inner world of his consciousness. Interpersonal establishes and maintains social relations. Fowler (1996) stated that the ideational meta function interprets, organizes, and classifies the subjects of discourse by representing how the world is perceived. Further, the ideational function consists of processes, participants, and circumstances.

As stated before, SFL argues that all-natural languages – in this context, genres – have metafunctions. Therefore, analyzing three metafunctions of an authentic Exposition text is worth conducting to know how Exposition text is constructed from SFL's point of view. Interpersonal metafunction, according to Emilia, concerns how language serves to establish social relations.

The interpersonal meaning of a text can be seen in how a writer creates a relationship with the reader and the expression he makes toward the subject matter.

Transitivity system

Transitivity system is a system which deals with the content that is expressed in language: all doing, sensing, being, saying activities that happen in the world. Eggins (2004, p. 206) states that transitivity choices will be related to the dimensions of field, with the choices of process types and participant roles seen as realizing intractants' encoding of their experiential reality: the world of actions, relations, participants and circumstances that give content to their talk. In this context, Chamberlain (2016) adds that within the Transitivity system, there are three main functional roles, they are participant, process and circumstance. Regarding this, those roles are realized as follows: processes by verbal groups; participants by nominal groups; and circumstances are by adverbial groups or prepositional phrases (Halliday & Matthiesen, 2014; Malmkjaer, 2003).

Participants

The participants will be realized in the nominal group, for example: Last year Dian gave blood (Egins, 2004).

Processes

The process is the action around which the clause is structured (Unsworth, 2000). The process is always realized by a verb and there is only one process in a clause, although there may be other verbs in the clause that do not play the role of process (Unsworth, 2000). There are six different types of process found in the English grammar, they are: Material, Mental, Verbal, Relational, Existential and Behavioral (Christie & Derewianka, 2008; Eggins, 2004; Emilia, 2014; Fontaine, 2013; Halliday, 1994).

Circumstances

Circumstantial meanings are expressed through adverbial groups or prepositional phrases, for example: Last year Diana gave blood (Eggins, 2004). Eggins (2004) adds that circumstances can occur in all process types.

METHOD

This study employed a descriptive qualitative research design to examine the natural phenomenon of analytical exposition text writing. The focus was on investigating the ability of eleventh-grade students, who were chosen from a senior high school class, to create analytical exposition texts using the generic structure and language features identified through the analysis of Systemic Functional Linguistics (SFL). The selection of the specific class was based on a teacher's recommendation. The researcher adopted a non-interventionist approach, Karimvand, (2011) and Golaghaei & Sadighi, (2013) that solely reporting the observed occurrences without implementing any treatments that could potentially influence the analyzed results. The main objective was to gain insights into the students' proficiency in generating analytical exposition texts, with particular emphasis on understanding the various types of SFL approaches by comparing model texts and students' writing. The study also aimed to analyze the transitivity in analytical exposition writing. Analytical exposition texts were examined based on their social function, generic structure, and significant lexicon grammatical features. The data collection involved the analysis of sentences from students' writing assignments, specifically focused on evaluating the clarity of ideas and examining the grammatical and generic structure present in their analytical exposition texts. To collect the data, the researcher followed two steps: (1) Observing the students assigned by the teacher to write an analytical exposition text, and (2) Collecting the students' writing assignments for

analysis. In summary, this research employed a descriptive qualitative approach to explore the natural phenomenon of analytical exposition text writing. The study specifically targeted eleventh-grade students and employed the generic structure and language features derived from Systemic Functional Linguistics (SFL). The analysis centered on evaluating the coherence of ideas and examining the grammatical and generic structure found in the written assignments of the students.

FINDINGS AND DISCUSSION

Social function, generic structure, and grammatical features are elements from which we can identify and analyze the genre of a text. These elements occur in both model and student texts involved in this analysis. The application of elements of genre that differ between the two texts is presented and discussed in this section.

Furthermore, the types of processes used in analytical exposition text, one of the grammatical features, also becomes the focus of this analysis. Material processes should dominate processes in analytical exposition text. From the perspective of systemic functional linguistics, there is a strong emphasis on analyzing how the principles and concepts of the theory are manifested in the texts under investigation. In particular, the analysis of transitivity becomes crucial. Transitivity analysis involves examining the processes, participants, and circumstances in a text to understand how meaning is constructed and conveyed. By closely examining the transitivity patterns and choices made in a text, systemic functional linguistics aims to uncover the underlying meanings and intentions embedded within the language use. Therefore, how the analyzed texts differ in terms of the elements of the genre and the types of processes in the transitivity system are presented and discussed as follows.

Table 1. Comparison between elements in model and student text

Elements	Model Text	Student Text
Social Function To persuade the audience to adopt a particular perspective on an issue,	Title: Tells about the topic "Global Warming" Sub-title : Is it an end to our world? Added with <u>specific</u> description of interrogative at the beginning of the analytical exposition	Title : Tells about the topic "SMAN 5 GARUT Priority School" ✓ Added with <u>general</u> description School at the beginning of the analytical exposition.
Generic Structure	Consist of three parts: • Thesis, • Argument 1 • Argument 2 • Argument 3 • Reiteration There are 3 arguments to persuade reader	Consist of three generic parts • Thesis, • Argument • Reiteration
Language Features	1. Employ descriptive persuasive words imbued with emotive connotations to underscore your perspective. ✓ Rather than utilizing "bad," opt for terms such as unfavorable, ghastly, or terrible. ✓ Instead of using "good," employ words like fantastic, incredible, or momentous. ✓ Instead of employing "persuading,"	- The use of simple present tense, declarative clause, casual conjunction to indicate a cause. - Use persuasive techniques

consider using convincing, urging, or similar alternatives.

Use the present tense, such as global warming is..., we have to...

1. Incorporate mental verbs, such as "believe," "prefer," "agree," and others, to express the writer's thoughts and opinions.

2. Utilize saying verbs, such as "people say," "it is said," "research indicates," and similar expressions, to provide supporting evidence and strengthen the argument.

3. Employ connecting words to establish logical and coherent flow between arguments. Examples of connective words include "additionally," "furthermore," "moreover," "in addition," "firstly," "secondly," and so on.

4. Use causal conjunctions to indicate cause or reason for the statements being made. Examples of causal conjunctions are "because," "consequently," "despite," "due to," "for that reason," and others.

5. Include words that convey the author's attitude to qualify or confirm statements. Examples of such words are "will," "frequently," "usually," "typically," "habitually," "commonly," and so forth.

6. Employ causal conjunctions to indicate the cause or reason behind the statements made. Examples of causal conjunctions include "because," "consequently," "despite," "due to," "for that reason," and others.

7. Utilize words that express the author's attitude to qualify or confirm the statements. Examples of such words are "will," "frequently," "usually," "typically," "habitually," "commonly," and so on.

8. Use persuasive techniques

- ✓ Use generalizations (common beliefs, general statements) to support viewpoints or argument
- ✓ Use evidence and facts, such as research, expert opinions, testimonies, or quotes
- ✓ Use exaggerations to make things or issues appear better or worse than they actually are

9. No grammatical errors identified.

Transitivity System

- | | |
|-------------------------|--------------------------|
| - 20 material processes | - 7 material processes |
| - 4 behavioral process | - 5 behavioral processes |
| | - 2 mental processes |

Social Function

One of the most important aspects of a text is its social function. The main objective of analytical exposition is to persuade and influence the reader by presenting the writer's viewpoint on a specific issue. According to Kartini and Farikah (2015:556), the primary social function of analytical exposition text is to influence the reader to adopt a specific viewpoint. Similarly, Refnaldi (2010:217) suggests that the purpose of this text type is to present a compelling and logical argument. Furthermore, Dahler and Toruan (2017:53) explain that analytical exposition aims to persuade readers or listeners by providing arguments that present fundamental reasons supporting a particular position. Based on these expert opinions, it can be inferred that the social function of analytical exposition text is to present persuasive arguments supported by well-developed points and elaborations. The text model "Global Warming" analysis shows that the social function has been conveyed well. This text can persuade the reader to be aware of an issue from the writer's perspective. Besides this text are some arguments to persuade strength and complicated vocabulary (See appendix 1).

Meanwhile, the social function in the student's text entitled "SMAN 5 Garut priority school" was not conveyed properly. The presence of incomplete and inaccurate arguments is a clear indication of the shortcomings in the analytical exposition text. The experts' statements primarily focus on the main point of the arguments without providing sufficient elaboration, which weakens the persuasiveness of their claims. Moreover, it is noted that the students did not encounter significant difficulties in writing the reiteration paragraph, except for one instance where the arguments were not adequately summarized or reinforced to support their viewpoint. The use of weak arguments and punctuation makes it difficult for readers to persuade how the reader can engage in their school. Moreover, this text also explains additional information regarding coffee's definition, function, and composition, which is considered irrelevant to the social function of the analytical exposition text (See appendix 2).

Generic Structure

Every text genre requires a generic structure to organize and distinguish it from other texts. In writing an analytical exposition text, it is important for the writer to adhere to its generic structure. According to Anderson and Anderson (1997), as cited in Septiana (2016), the generic structure of analytical exposition consists of three parts: thesis, arguments, and reiteration. The thesis, which is the first part, introduces the topic and reflects the writer's viewpoint. It also serves to outline the main idea to be discussed.

The second component of analytical exposition is the argument. Its purpose is to restate the main argument that was introduced in the preview. This section involves providing elaboration, development, and reinforcement for each point of the argument. It allows the writer to present a detailed explanation and support their viewpoint.

The final part of analytical exposition is the reiteration or conclusion. In this section, the writer restates their position and brings the overall argument to a close. As explained by Pardiyono (2007), as cited in Yessi (2018), analytical exposition text consists of three components. Firstly, it begins with a thesis that introduces the topic and presents the writer's viewpoint. Secondly, arguments are presented, including points and elaboration. These arguments encompass the main argument, its elaboration, development, and supporting ideas for each point. Lastly, the reiteration part restates the speaker or writer's position, reinforcing their perspective. To facilitate a thorough understanding of the analytical exposition text, it is essential to appropriately structure the three key elements: thesis, arguments, and reiteration. Furthermore, analytical exposition texts exhibit specific

language features, which include the use of emotive words, the utilization of simple present tense, and the incorporation of relational processes, internal conjunctions, and causal conjunctions (Garot and Wignel, 1994:197). These linguistic characteristics contribute to the overall effectiveness and coherence of the text, allowing the writer to convey their message persuasively and convincingly.

Grammatical Features

The analysis shows that the grammatical features of analytical exposition texts occur in both model and student texts. In addition to its social function and generic structure, analytical exposition text encompasses distinct language features that play a role in shaping such texts. As pointed out by Pardiyo (2007), as cited in Yessi (2018), analytical exposition text emphasizes the involvement of both human and nonhuman participants, including entities like cars, pollution, or leaded petrol. Furthermore, it employs mental processes, enabling the writer or speaker to articulate their thoughts and emotions regarding a specific topic. Furthermore, the use of emotive and evaluative words is prevalent in analytical exposition text. Additionally, the text commonly utilizes the simple present tense. Enumerations are also employed, as sometimes a simple imperative form may not suffice to provide clear instructions. To enhance clarity and coherence, phrases like "after that," "then," "next," "finally," and "lastly" are used. Lastly, causal conjunctions, such as "in addition" and "furthermore," are employed to establish logical connections between ideas. The language features of analytical exposition texts, as identified by Priyanka et al. (2008:58), encompass various aspects that contribute to the overall structure and effectiveness of the text. These features include:

a) General nouns: Analytical exposition texts make use of general nouns that refer to common objects or concepts. Examples include "ears" and "zoos." These nouns help provide concrete references and support the arguments presented.

b) Abstract nouns: Abstract nouns, such as "policy" and "government," are employed in analytical exposition texts to discuss broader ideas, concepts, or principles. They contribute to the development of more abstract and theoretical arguments.

c) Technical words: Analytical exposition texts may incorporate technical words that are specific to certain fields or domains. These words, such as "species of animals," add precision and expertise to the arguments presented.

d) Relating verbs: Relating verbs like "it" and "is important" are used in analytical exposition texts to establish relationships and emphasize the significance of certain ideas or arguments.

e) Action verbs: Action verbs, such as "we" and "must save," are employed to convey actions or recommendations. These verbs express the writer's viewpoint on taking specific measures or initiatives.

f) Thinking verbs: Thinking verbs, like "many" and "people believe," are utilized to indicate the thoughts, beliefs, or opinions of individuals or groups. They provide a sense of perspective and support for the arguments presented.

g) Modal verbs: Modal verbs, including "we" and "must preserve," are used in analytical exposition texts to express obligations, necessity, or possibility. These verbs convey the writer's stance on what should be done or the importance of certain actions.

h) Modal adverbs: Modal adverbs, such as "certainly," are employed to further emphasize the writer's viewpoint and add a sense of certainty or conviction to the arguments presented.

i) Connectives: Connectives, such as "firstly" and "secondly," are used to create a logical and coherent flow between arguments. They help organize the structure of the text and facilitate the smooth transition between different points.

j) Evaluate language: Analytical exposition texts often employ evaluative language to express the importance, significance, or value of certain ideas or arguments. Words like "important," "significant," and "valuable" contribute to the persuasive tone of the text.

By incorporating these language features, analytical exposition texts effectively present arguments, convey viewpoints, and engage readers in a persuasive manner.

The essential functions of analytical exposition text are closely associated with specific grammatical structures. Statements are expressed through the use of declarative clauses, questions are conveyed through interrogative clauses, and demands are expressed using imperative clauses. These grammatical structures reflect the mood choices made by the writers, namely the declarative mood, interrogative mood, or imperative mood. Considering that the social purpose of analytical exposition text is to persuade the reader or listener by presenting arguments, it is commonly written in declarative form. In addition to primarily using declarative clauses, analytical exposition text also tends to exhibit impersonality. According to Schleppegrell, analytical exposition aims to persuade the reader by presenting well-formulated ideas without explicitly expressing feelings and attitudes, thereby lacking interaction between interlocutors. The use of the first-person pronoun is more prevalent in the writing of beginner writers, whereas experienced writers often avoid its use to convey objectivity and reduce an authoritative tone.

The model text has 20 out of 25 clauses with declarative mood (95%). The student text has 4 out of 15 clauses with declarative mood (24%). Besides declarative mood, other moods, such as interrogative, are also found in the student text. From the data, we can assume that declarative mood dominates in model text and less dominates in the student text.

The last grammatical feature is the use of material processes. The material process is also known as the process of doing (Eggins, 2004; Gerot & Wignell, 1995). Since the social function of analytical exposition is to expose the truth of the fact. In this case, it is to persuade them to believe it, and there is no wonder if this text genre involves a high frequency of material process. Transitivity is used as the device to analyze the processes (experiential meaning). As a result, it can be generally stated that the model text has more frequent usage of a material process than the student text. The model text has 93% material process (20 out of 24 clauses). The student text has only 44% material process (7 from 15 clauses). It means that from the process, this higher frequency of material process in the model text proves that it represents the genre (analytical exposition texts) more than the student text. A more detailed discussion regarding transitivity will be elaborated on in the next section.

To sum up, from the perspective of grammatical features, the model text represents the characteristic of analytical exposition compared to the student text. It mainly concerns the use of declarative mood and material process. Moreover, the model text is also better in grammatical precision. The model text has no grammatical errors while the student identifies ten errors. Thus, considering the grammatical features and the production of grammatical errors, the model text is worth using in the modeling stage of the genre-based

approach cycle in analytical exposition text learning (Hammond & Derewianka, 2001). It fits all ideal analytical exposition text characteristics and does not contain grammatical errors.

Transitivity System

The analysis of linguistic characteristics in analytical exposition texts entails the utilization of Halliday's (1994) transitivity system of functional grammar. This approach allows for the examination of the participants, processes, and circumstances within the text through the lens of transitivity (Eggins, 2004). The transitivity system is a component of the ideational function, which deals with the expression of ideas and experiences. Its primary purpose is to convey various processes or experiences, including acts, events, consciousness processes, and relationships. It encompasses a broad range of phenomena that can be described by verbs, whether they are physical events, states, or relations (Halliday, 1985; Halliday, 1976:159). By utilizing the transitivity system, analysts can gain insights into how language functions in conveying the speaker's perception of the external world and their internal reality. This system condenses the vast array of human experiences into a manageable set of process types, specifying the agent, process, and goal components. Each process type provides a framework or schema for constructing a specific domain of experience (Halliday & Matthiessen, 2004). This system is employed as a method of analysis to uncover the participants, processes, and circumstances present in a text through the lens of transitivity (Eggins, 2004). Transitivity, which is part of the ideational function of language, focuses on the transmission of ideas. Its purpose is to convey various processes and experiences such as actions, events, mental processes, and relationships. It encompasses a broad range of phenomena and encompasses anything that can be described by a verb, including events (whether physical or abstract), states, and relationships (Halliday, 1985; Halliday, 1976: 159).

Halliday and Matthiessen (2004) further highlight that language distinguishes between outer experiences, pertaining to the external world processes, and inner experiences, related to consciousness processes. Material process clauses and mental process clauses are the grammatical categories that exemplify this distinction, as demonstrated by the analysis. Thus, this analysis intends to seek out the transitivity system found in the model text and the student's text, and whether or not they contain more material processes that have become a characteristic of analytical exposition text.

The model text contains 24 clauses that consist of 20 material processes and 1 behavioral process. One of the material processes is shown through one of the sentences found in the model text. The majority of the processes in the modeltext is a material process, which is in line with the analytical exposition text characteristic that is supposed to have more material processes than any other as its main purpose is to persuade the reader. The student's text contains 15 clauses that comprise 7 material processes, 5 behavioral processes, and 2 verbal processes. One of the material processes in the student's text is shown through one of the sentences in the argument part. The majority of the processes in the model text is the material process, which is in accordance with the usual characteristic of analytical exposition text having mostly material processes. Moreover, it is observed that the student's text deviates from the generic structure of analytical exposition text, leading to the inclusion of various types of processes such as behavioral and verbal processes. This deviation is evident in the student's addition of a sub-title in interrogative form and a concluding paragraph to the text. These additions contribute to the presence of non-conventional elements in the text, indicating a departure from the expected structure of analytical exposition.

With regard to the linguistic features, the following table represents the number of transitivity processes found in the clauses of the analytical exposition text of the model and the student:

Table 2: Types of transitivity processes in model and student text

Types of Process	Model Text	Student's Text
Material	20	7
Behavioral	2	5
Relational	-	-
Mental	-	-
Verbal	2	3
Total	24	15

Based on the table above, both the model text and the student's text employ the material process as the dominant type of transitivity process. The inclusion of elements that deviate from the generic structure of analytical exposition, particularly in the student's text, leads to the presence of additional process types. As a consequence, these extra parts introduce a variety of process types that are not commonly found in analytical exposition texts. The dominance of the material process in both texts is in agreement with the genre characteristic of analytical exposition text which requires the use of the material process to persuade the readers how to believe an issue.

CONCLUSION

After analyzing the elements of the genre, mood system, and transitivity of both the model and the student's text, it can be concluded that the model text is an ideal representation of analytical exposition as a genre. It contains all elements of the genre (social function, generic structure, and grammatical features). It also fits all the characteristics of the genre.

Meanwhile, the student's text has an additional structure (general classification). This addition enriches the content on one side but weakens the genre on the other hand. It also fits the characteristics of the analytical exposition texts. Mood analysis shows that it involves less imperative mood. Transitivity analysis shows that it contains fewer material processes. Last, of all, it does not contain any grammatical errors.

To address these challenges, there are several implications that English teachers and educators in Indonesia should take into account. Firstly, in order to improve students' proficiency in writing analytical exposition texts, teachers need to assist students in thinking directly in English by exposing them to a wide range of authentic English written materials. This exposure not only facilitates language acquisition but also exposes students to new vocabulary, enabling them to avoid repetitive language use.

Secondly, the curriculum should incorporate the study of text cohesion, as it is crucial for effective analytical exposition writing. Students need to understand how to structure their arguments coherently and connect ideas seamlessly throughout their texts. Additionally, providing consistent support, feedback, and motivation is vital for effective instruction and practice. Teachers should offer guidance and constructive feedback to help students improve their writing skills. Motivation can be fostered through various means such as recognizing students' achievements and creating a positive learning

environment. By implementing these implications, English teachers and educators in Indonesia can contribute to enhancing students' ability to write analytical exposition texts. This, in turn, will promote their language proficiency, critical thinking skills, and overall communication competence.

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