

GENRE BASED APPROACH IN ONLINE LEARNING IN WRITING ANALYTICAL EXPOSITION TEXT

1st Ahmad Azhari Yunus and 2nd Ahmad Syafi'i 3rd Haris Dibdyaningsih

1st State Islamic Senior High-school Blitar

Blitar, Indonesia

ahmadazhariy08@gmail.com

Abstract: This study shares process genre-based approach and those who are taught by using non-PGBA learning through online learning. First, The application of Genre Based Approach makes students more assisted and helped through implementing the stages of Genre Based Approach. This approach is defined through the number of stages including Building Knowledge of The Field (BKOF), Modeling of the Text (MOT), Join Construction of the Text (JCOT), and Independent of Construction of the Text (ICOT). Second, mind mapping technique was popularized in the late of the 1960s and has been employed in many different areas since the development This technique was introduced as a note taking technique. In short, the mind map and genre-based approach enables the students to write more systematically.

INTRODUCTION

Even though students can write, read, and listen well in foreign language classes, the writing seems to be the hardest skill to learn. A writer should think about mechanics, grammar, writing style, and the difficulties of communicating what needs to be said. According to McCarrier, A., Pinnell, G. S. (2000), they stated that there are several processes in writing. Before beginning to write, a writer must consider

the intent of the writing, the intended reader, and the type or method of writing that will be used to convey the message. Then, when composing, technical and grammatical precision come into play. A writer reflects and evaluates during the process as the final step. If the text is more than a few words long, the writer rereads as he or she goes, viewing each sentence as a component of a larger text.

The objective of writing is to produce a kind of writing text. An analytical exposition text is one of the texts learnt in the eleventh year of high school. Analytical text is an argumentative text containing the view of the writer on a controversial subject. Analytical exposition text is a part of expository writing in kind of text genre. According to Kementerian Pendidikan dan Kebudayaan Indonesia, (2013) there four basic competences in learning writing; 1) transactional text, 2) formal letter, 3) analytical exposition text, and 4) personal letter.

Genre Based Approach provides the features of similar group of text based on the social context of the creation and use (Hyland, 2003:21). So, the use of this approach can help the students to create a selected kind of written or oral text. As Feez, S. & Joyce, (1998:40) describe that Genre Based Approach is an approach used in teaching language skill about the structure and grammar features of spoken and written texts.

In Addition, mind map has a natural organizational structure that radiates from the centre and use lines, symbols, key words, colour and images according to simple, brain-friendly concepts (Buzan 2005). A mind mapping converts a long list of monotonous information into a colourful, memorable and highly organized diagram that works in line with your brain’s natural way of doing things.

LITERATURE REVIEW

Graham et al. (2012) claimed that writing is a useful tool to read, connect and express oneself. It is an integral part of educational, social, social and municipal communication. It's used in different fields, which in many situations will facilitate citizens. In several areas of our everyday lives we find writings that have meaningful functions. Kristin Lems, Leah D. Miller (2010) stated it includes a thought process that requires a deep knowledge and practice to avoid misunderstandings between writer and reader. It includes thinking processes which involve an extensive understanding and practice. Writers are typically split with the readers at various times and locations. In addition Nunan (1991) stated writers must also make inferences about the appropriate information of readers, determine what to add, remove and predict future difficulties for readers. Writing is perceived by second language students as the most difficult master's skill. The problem is to create and coordinate ideas and translate them into a legible text. Richards & Renandya (2002) stated that the skills of writing are very complex because writers are concerned with greater planning and organizational skills, also with lower levels like grammar, punctuation, word choice, etc.

b. Writing opens opportunities to learn

Writing as a discovery process gives authors the ability to discover concepts and viewpoints. It can understand religions and values. In addition, the writing process extends the experience of authors and changes their thought. It also leads to the efficient generalization, sentence and rational thinking.

c. Writing nurtures personal development

Writing increases trust, handles the self-affairs of authors, monitors self- progress, recognizes beliefs, develops goals, specifies

concerns and succeeds. They will evolve and mature as writers acquire knowledge. Also, writing can help authors have certain outlets in their lives. The ability to communicate well.

d. Writing helps to establish relationships

It helps preserve relationships with people or society by being able to write well and to create friendly written voices. Positive relationships can effectually build on the ability to choose positive terms, to remove negative ideas and to polish sentences.

e. Writing helps school and workplace success

For college and workplace success, writing is important. The ability to write well would help students to try to learn and share ideas. In order to evaluate their awareness, it is necessary not only to learn a language, but also for all subjects. In this work, writing allows you to think more about and write about real issues, including papers, e-mails, offers, etc.

4. Problem in Writing

According to (Byrne 1993), there are some difficulties related to writing; psychology, linguistic and cognitive difficulties. The first is the psychological difficulty of how to express the idea. According to (Trotman 2006) writing is having a message and communicating it successfully to others. Students need ideas and then arrange them in a good manner in order to deliver the message to the reader successfully. The second difficulty is dealing with linguistic. There is linguistic difficulty in that the language used in written language. The written language differs from the spoken language. In written language, there are lies grammatical rules that should be considered. The third difficulty is related to cognitive difficulty in which the students must organize their ideas on text with signal words to make the sequence of paragraphs well arranged.

Teaching and Learning writing

Curriculum 2013 has been applied since 2014 in order to replace the previous curriculum: Kurikulum Tingkat Satuan Pendidikan (KTSP). In the series of national curriculum policy is stated that teaching and learning processes at schools should build activities that engage students in the development of their higherorder thinking skills (HOTS). Regarding to teaching and learning writing in senior high school, in Peraturan Menteri Pendidikan dan Kebudayaan RI no. 81 Tahun 2013 tentang Implementasi Kurikulum students are demanded to think logically, systematically, inductively, and think deductively using the information that they had. This curriculum also states that the teaching of writing should emphasize on comprehending various kinds of texts and increase students' mastery on writing ability.

e. Using the computer

There are many advantages of using a machine to teach writing:

1) A word processing program eliminates the challenge of bad handwriting that certain students have.

2) A word processing program enables the computer user to edit his or her documents quickly and easily.

3) Spellcheckers will make the work of correcting spelling easier.

4) A digital screen will be more noticeable to the whole community than a sheet of paper while students are collaborating in groups.

4. The Technique of Teaching Writing

Brown (2001) asserts that there are four categories of techniques for teaching writing. That are the four categories:

a. Imitative Writing

The accurate spell ability falls into this category. Students must master the universal, fundamental job of writing letters, vocabulary, punctuation, and short sentences. Imitative writing is a writing form that elementary students do.

b. Intensive (controlled writing)

Most evaluation activities in this group are more concerned with focusing on a type and are tightly regulated by the text template. In the level of sentences, students must generate adequate vocabulary within a context, collocation, idioms, and proper grammatical features. Senior High Schoolis included in this grouping.

c. Responsive Writing

Students must execute a minimal debate level at this level. It means that students must construct a two- or three-paragraph linked series. It reflects on the debate norms that will help the written text accomplish its goal. It also put a strong emphasis on sense and significance. This writing ability is normally reserved for Students of Senior High School.

d. Extensive Writing

Extensive learning entails mastering both writing techniques and methods for a variety of uses, including essays, term papers, and theses. The writers concentrate on reaching a goal, arranging and evolving concepts objectively, illustrating ideas with descriptions, and showing syntactical consistency. In addition, according to (Hyland 2008) there is a four- stage technique as an emphasis on a language structure in teaching writing. The first is familiarization which means that students are taught certain grammar, and vocabulary usually through a text. The second type is controlled writing, in which students manipulate

pre-determined patterns, which are frequently derived from substitution tables. The third is process genre based approach in which the students try to imitate model of the texts. The last is free writing where the students apply the pattern they have constructed to write an essay, letter and so forth. It can be concluded that students have to practice a lot to write well. By practicing, students will reach the next level of writing.

Online learning is a form of distance learning or distance education that has long been part of the American education system and has become the largest distance learning sector in recent years (Bartley, S. J., & Golek 2004). The application of Genre Based Approach makes students more assisted and helped through implementing the stages of Genre Based Approach. This approach is defined through the number of stages including Building Knowledge of The Field (BKOF), Modeling of the Text (MOT), Join Construction of the Text (JCOT), and Independent of Construction of the Text (ICOT). These stages provide several steps in cycles in order to help students to be easy to learn and comprehend the different kind of text. In other words, this approach allows students to learn the kind of text in relation of purpose, social context, and form and language feature of text.

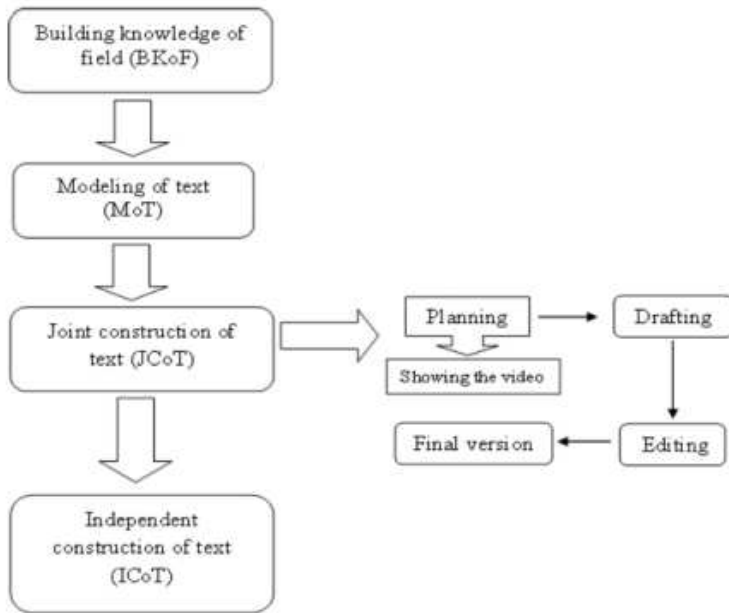
While the students were watching the video, teacher explained and translated the sentences to Indonesian to make the students were easier to understand the content of the video. Teacher prepared the students with a text of analytical exposition. Teacher showed the text by using Prezi. The teacher built the students' knowledge, cultural context, discussed grammatical pattern of the text, explained generic structure of the text, social function. Based on the exercise result, the

teacher did this stage well. However, one drawback that the teacher did not do in this stage was building students’ vocabularies.

In MOT stage, the teacher implemented the MOT stage. The English teacher played a good role in this stage. The teacher read the text loudly, translated or interpreted the text to the students. The students listened to the teacher. Then, the teacher asked one of students to read it. In reading activity, the English teachers asked some questions to the students about the reading text and discussed the content of the text together. The teacher and students analyzed the generic structure, the social function, the grammatical pattern of the text.

Next, JCOT is the stage where the students try to begin to construct a text collaboratively in pair or group in Paddlet. In this section, the teacher gave instruction to the students to do activity in class. The students constructed a text of analytical exposition as well as they can in pair. They shared their idea, opinion in group. While the students were doing their activity, the teacher provided a help, a correction to the students’ work.

In ICOT, the teacher did not discuss the students’ personal assignments because of limited time in class. The final objectives of the implementation of Genre Based Approach are to provide students to be more successful in writing a whole of text type and to help students to make sense of language structure, language feature, and composition of the text (Brook in Emilia, 2015: 61). In other words, due to the expectations of Genre Based Approach, the students are expected to be able in creating the selected kind of text type. This approach provides students with guide practice as they develop language skill for meaningful communication through the whole text



(Adapted from Irmawati, 2011)

Mind mapping is a learning technique that was developed by Tony Buzan, a famous British psychologist. This mind mapping technique was popularized in the late of the 1960s and has been employed in many different areas since the development (Wang, 2010). This technique was introduced as a note taking technique. For all his attempts in developing mind mapping, Buzan has given a very useful technique to be learnt and used by students in a learning process.

CONCLUSION

In the English teaching and learning process, especially in writing, the English teacher should be creative in selecting and applying appropriate techniques which can build the students motivation and help students to reach their successful learning of English. For this reason, the teachers are suggested to use text-based approach in the teaching writing activities for building and increasing students’ motivation in writing ability. Students can be more motivated to learn, increase the writing ability and finally reach their success in the English learning. Based on this research, the effect of text-based approach in the teaching and learning process of writing helps students to practice and increase their writing ability and also helps them to build their motivation in English writing processes.

REFERENCE

- Anderson, A. and Anderson, K. 1997. Text Types in English 2. South Yara: MacMillan Education.
- Aulia, D. M., & Nugrahini, Y. 2019. “Study on Students’ Difficulties in Using Vocabulary in Writing.” *Journal of English Language Teaching Learning and Literature* 2((2)):42–50.
- Azhar, Mahmood Ahmad, Shumaila Kiran, and Tenzila Khan. 2016. “Teaching Writing Skill Based on Process Genre Approach in Community Learning Context.” *Proceedings of SOCIONT 2016 3rd International Conference on Education, Social Science and Humanities* (May):412–17.

- Badger, Richard, and Goodith White. 2000. "A Process Genre Approach to Teaching Writing." *ELT Journal* 54(2):153–60. doi: 10.1093/elt/54.2.153.
- Baker, Jack, Allen Brizee, and Elizabeth Angeli. 2013. "Expository Essay." Retrieved April 7, 2022 (<https://owl.english.purdue.edu/owl/resource/685/02/>).
- Baker, William D., Fraida Dubin, and Elite Olshtain. 1989. "Course Design: Developing Programs and Materials for Language Learning." *Hispania* 72(1):158. doi: 10.2307/342695.
- Bartley, S. J., & Golek, J. H. 2004. "Evaluating the Cost Effectiveness of Online and Face-to Face Instruction." *Educational Technology & Society* 7(4):167–175.
- Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edi. New York: Longman.
- Brown, H. Douglas. 2001. *Teaching by Principle An Interactive Approach to Language Pedagogy*. 2nd Editio. New York: Longman.
- Buzan, Tony. 2005. *Buku Pintar Mind Map*. Jakarta: Gramedia Putaka Utama.
- Byrne, Donn. 1993. *Teaching Writing Skill*. London: Longman.
- Carliner, S. 1999. *Overview of Online Learning*. Amherst: MA: Human Resource Development Press.
- Coffin, Caroline. 2004. "Arguing about How the World Is or How the World Should Be: The Role of Argument in IELTS Tests." *Journal of English for Academic Purposes* 3(3):229–46. doi: 10.1016/j.jeap.2003.11.002.
- Cohen, A. D. 1994. *Assesing Language Ability in the Classroom*. Second Edi. Boston: Heinle and Heinle Publishers.
- Daniels, Peter T., and David Crystal. 1992. "The Cambridge Encyclopedia of Language." *Language* 68(2):422. doi: 10.2307/416962.
- Darmadi. 2017. *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa*. Yogyakarta: Deepublish.

- Dietsch, Betty Mattix. 2006. Reasoning & Writing Well: A Rhetoric, Research Guide, Reader, and Handbook. fourth edi. USA: McGraw-Hill Higher Educaion.
- Dini, Sri Fajar, Sulistyarini, and Anasi Putri Tipa. 2019. “Pengaruh Penggunaan Model Project Citizen Terhadap Kemampuan Berpikir Kritis Siswa Dalam.” Pengaruh Penggunaan 77
- Model Project Citizen Terhadap Kemampuan Berpikir Kritis Siswa 1–9.
- Dirgeyasa, I. Wy. 2016. “Genre-Based Approach: What and How to Teach and to Learn Writing.” English Language Teaching 9(9):45. doi: 10.5539/elt.v9n9p45.
- Elashri, E. A. & Ibrahim, I. 2013. “The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students’ Writing Skills and Their Attitudes towards Writing.” ERIC.
- Emilia, E. 2015. “A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia.” The University of Melbourne.
- Fahim, M. & Mirzaii, M. 2014. “Improving EFL Argumentative Writing: A Dialogic Critical Thinking Approach.” International Journal of Research Studies Language Learning 3:3–20.
- Feez, S. & Joyce, H. 1998. Writing Skills Narrative and Fiction Text Type. Sydney: Alken Press.
- Field, Andy. 2009. Discovering Statistics Using SPSS ISM (London, England) Introducing Statistical Methods Series. Vol. 2nd.
- Fitri, Febrina, and Yenni Rozimela. 2020. “An Analysis of Students’ Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar.” Journal of English Language Teaching 9(2):405. doi: 10.24036/jelt.v9i2.108613.
- Fitz & Davidson. 2012. How to Measure Human Resources Management. Jakartah: Kencana.
- Foo, C. V. T. 2007. “The Effects off the Process Genre –Based Approach to Writing Instruction on the Expository Essay of ESL Students in Malaysian Secondary School.”
- Fraenkel, Jack R., Wallen, Norman E. 2009. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies.

- Fulcher, Glenn. Davidson, Fred. 2007. *Language Testing and Assessment*. Vol. 30. Oxon: Routledge.
- Gerot, L and Wignell, P. 1994. *Making Sense of Functional Grammar: An Introductory Workbook*. Australia: GerdStabler.
- Graham, Steve, Alisha Bollinger, Carol Booth Olson, Catherine D'Aoust, Charles MacArthur,
- Deborah McCutchen, and Natalie Olinghouse. 2012. "Teaching Elementary School Students to Be Effective Writers: A Practice Guide." *What Works Clearinghouse* 1–103.
- Hamdi, A.S. & Baharuddin, E. 2014. *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*. Yogyakarta: CV BUDI UTAMA119.
- Harmer, Jeremy. 2001. *The Practice of Language Teaching*. London: Cambridge University Press.
- Hasan, M. Iqbal. 2002. *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya*. Jakarta: Ghalia Indonesia.
- Heaton, J. B. 1988. *Writing English Language Tests Longman Handbook for Language Teachers*. New Editio. London: Longman Group UK Ltd.
- Hosen, R. 2017. "Text Types in the Frame of Genre Approach." *Nuansa: Jurnal Studi Islam Dan ...* X(1):34–42.
- Hyland, Ken. 2003. *Second Language Writing*. Cambridge: Cambridge University Press. 78
- Hyland, Ken. 2008. "Genre and Academic Writing in the Disciplines." *Language Teaching* 41(4):543–62. doi: 10.1017/S0261444808005235.
- Irmawati, D. K. 2011. "Using Facebook Through Process-Genre Based Approach to Improve the Ability of Grade 8 Class C Students of Junior High School 19 Malang in Writing Descriptive Texts." *State University of Malang*.
- Isaac, Stephen, and Willim B. Michael. 1997. *Andbook in Research and Evaluations*. San Diego, California: Ediths Publisher.
- Johnson, R. Burke., Christensen, Larry. 2014. *Educational Research*. Vol. 4. fifth. London: SAGE Publications Ltd.

- Kane, Thomas S. 2000. "Essential Guide to Writing." A Concise Course in the Art of Writing 1–446.
- Kathleen, F. Weaver, C. Morales Vanessa, L. Dunn Sarah, Godde Kenya, and F. Weaver
- Pablo. 2018. An Introduction to Statistical Analysis in Research : With Applications in the Biological and Life Sciences.
- Kementerian Pendidikan dan Kebudayaan Indonesia. 2013. "Kompetensi Inti Dan Kompetensi Dasar Bahasa Inggris Umum Sma/Ma/Smk/Mak." (1):1–9.
- Khan, B. H. 2001. "A Framework for E-Learning." E-Learning Magazine 1–2.
- Khoironi, Rizki Ramadhan, and Feby Anggita S. 2019. "The Analysis Of Genre Based Approach In Teaching Reading For Senior High School Students." P. 127 in National Conference on Teaching Innovation, edited by H. Dibdyaningsih, R. Ramadhan, and F. Hadi. Surabaya: ina Guru.
- Kim, Yanghee. Kim, Jiyoung. 2005. "Teaching Korean University Writing Class: Balancing the Process and the Genre Approach." Asian EFL Journal 7(2):68–70.
- Kozyrev., Regina L. Smalley; Mary K. Ruetten; Joann Rishel. 2012. Refining Composition Skills: Academic Writing and Grammar. Boston: Heinle, Cengage Learning.
- Kristin Lems, Leah D. Miller, and Tenena M. Soro. 2010. Building Literacy with English Language Learners. Second Edi. New York: The Guilford Press.
- Kusumah, Wijaya. Dwitagama, Dedi. 2011. Mengenal Penelitian Tindakan Kelas. Jakarta: PT Indeks.
- Lenz, K. 2005. "An Introduction to Reading Comprehension." Retrieved April 1, 2022 (http://www.specialconnections.ku.edu/?q=instruction/reading_comprehens%0Aion).
- M, Zaim. 2016. Evaluasi Pembelajaran Bahasa Inggris. Jakarta: Kencana.
- Masidjo, Ign. 1995. Penilaian Pencapaian Hasil Belajar Siswa Di Sekolah. Yogyakarta: Penerbit Kanisius.

- McCarrier, A., Pinnell, G. S., & Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2 (F&P Professional Books and Multimedia)*. Portsmouth: NJ: Heinemann.
- McMillan, J. H., & Schumacher, S. 2010. *Research in Education: Evidence-Based Inquiry, MyEducationLab Series*. Pearson.
- Merris, Dina, and Maya Sari. 2019. "An Overview of Genre Based Approach in EFL Writing Class." *JournE* 1(1):31–40. 79
- Ming, L. 2006. "The Process Writing Approach (Teaching Writing to Non-English Majors in China with a Balanced Approach." *ASIAN EFL Journal* 3.
- Muharto & Ambarita, A. 2016. *Metode Penelitian Sistem Informasi: Mengatasi Kesulitan Mahasiswa Dalam Menyusun Proposal Penelitian*. Yogyakarta: Deepublish.
- Nugraha, Ramdan. Rudianto Putra, Juang. 2018. "ANALYSING THE EFL UNDERGRADUATE STUDENTS' PLAGIARISM IN WRITING ACADEMIC PAPERS." 4(2):40–51. doi: <http://dx.doi.org/10.29300/ling.v4i2.1664>.
- Nunan, David. 1991. *Language Teaching Methodology*. Australia: Prentice Hall International English Language Teaching.
- Offirstson, T. 2014. *Aktivitas Pembelajaran Matematika Melalui Inkuiri Berbantuan Software Cinderella*. Sleman: Deepublish.
- Park, Chris. 2003. "In Other (People's) Words: Plagiarism by University Students-Literature and Lessons." *Assessment and Evaluation in Higher Education* 28(5):471–88. doi: 10.1080/02602930301677.
- Purwaningsih, Erni. 2006. "Pemelajaran Mendengarkan Dongeng Berbasis Media Audio Dengan Teori Kecerdasan Majemuk Pada Kelas VII SMP Negeri 39 Surabaya." Surabaya: UNESA.
- Purwanto. 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar Istarani.
- Rakhmat, Jalaluddin. 1990. *Metode Penelitian Komunikasi*. Bandung: Remaja Rosda Karya.
- Rao, Parupalli Srinivas. 2019. "The Significance Of Writing Skills In EIL Environment."

- ACADEMICIA: An International Multidisciplinary Research Journal 9(3):5–17. doi: 10.5958/2249-7137.2019.00035.1.
- Richard, J. C. 2006. *Communicative Language Teaching Today*. New York: Cambridge.
- Richards, Jack C., and Willy A. Renandya. 2002. "Methodology in Edited By." USA: Cambridge University Press.
- Richards, Jack C., and Richard Schmidt. 2018. *Language Teaching and Applied Linguistics*. Vol. 5.
- Riduwan, W. 2008. *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
- Rizkiyah, Fifin Naili. 2017. "Improving Students Ability in Writing Hortatory Exposition Texts by Using Process-Genre Based Approach with YouTube Videos as the Media." *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English* 2(1). doi: 10.26905/enjourme.v2i1.645.
- Robley Hood. 2011. *No Title Writing to Think: Critical Thinking*. USA: Writing to Think: Critical Thinking.
- Rozimela, Y. 2014. "The Students' Genre Awareness and Their Reading Comprehension of Different Text Types." *S. International Journal of Asian Social Science* 4 (4):460–69.
- Ruggiero, V., R. 2000. *The Art of Writing*. California: Alfred Publishing, Co. Inc.
- Santoso, S. 2015a. *Menguasai SPSS 22 From Basic To Expert Skills*. Jakarta: PT Elex Media Komputindo.
- Santoso, S. 2015b. *SPSS20 Pengolahan Data Statistik Di Era Informasi*. Jakarta: PT. Alex 80 Media Komputindo, Kelompok Gramedia.
- Sari, Dina Merris Maya, and Yudy Prasetyo. 2021. "Project-Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills." *Studies in English Language and Education* 8(2):442–56. doi: 10.24815/siele.v8i2.18407.
- Shahabuddin, Syed. 2009. "Plagiarism in Academia: Trends and Implications." *International Journal of Teaching and Learning in Higher Education* 21(4):353–59. doi: 10.1080/08989621.2003.9714386.
- Simanihuruk, Mora Yulina, Dumaris E. Silalahi, Partohap Saut, and Raja Sihombing. 2021. "English Language Education Study Program

- Universitas Pahlawan Tuanku Tambusai Students' Writing Difficulties in Online Learning during Covid-19 Pandemic." *Journal of English Language and Education* 6(1June):20–26.
- Simmons, D. E. 2002. *Theforumreport: E-Learningadoption Rates and Barriers*. In A. Ross. New York: McGraw-Hill.
- Siregar, S. 2018. *Statistika Deskriptif Untuk Penelitian*. 6th ed. Jakarta: PT. Raja Grafindo Persada.
- Siswanto, V. .. 2015. *Belajar Sendiri SPSS 22*. Yogyakarta: ANDI.
- Sudjana, N. 2017. *Penilaian Hasil Proses Belajar Mengajar*. 21st ed. Bandung: PT Remaja Rosdakarya.
- Sugiyono. 2016. *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta.
- Suwardi, D. 2012. "Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa Kompetensi Dasar Ayat Jurnal Penyesuaian Mata Pelajaran Akuntansi Kelas Xi Ips Di Sma Negeri 1 Bae Kudus." in *Economic Education Analysis Journal*. Vol. 1. Semarang.
- Syaff'i, Ahmad. 2017. "The Implementation of Process Genre Based Approach (PGBA) Using Cartoon Movie (CARMOV) to Improve Students' Skill in Writing Narrative Text." *International Seminar on Language, Education, and Culture* (October):8–15.
- Thenmozi, A and Phonmozi, D. 2017. "Difficulties Faced By the Rural Students in Learning English at High School Level." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22((6)):31–34.
- Thomafi, M. L. 2007. *Authorized Biography of Ma'shum Ahmad*. Yogyakarta: Pustaka Pesantren.
- Trotman, Wayne. 2006. "The TKT Teaching Knowledge Test Course." *ELT Journal* 60(1):93–95. doi: 10.1093/elt/cci090.
- Wahana, Komputer. 2009. *Solusi Mudah Dan Cepat Menguasai SPSS 17.0 Untuk Pengolahan Data Statistik*. Jakarta: PT.Elex MediaKomputindo.
- Wahyuni. 2013. "Improving Students' Reading Comprehension in Analytical Exposition Through Small Group Discussions (A Classroom Action Research in Class IPS at Second

- Grade Students of SMA Budi Utomo Sukarja in Academic Year 2012/2013)." Universitas Muhammadiyah Purwokerto.
- Wang, Wen-Cheng. Lee, Chung-Chieh., Chu, Ying-Chien. 2010. "A Brief Review on Developing Creative Thinking in Young Children by Mind Mapping." *Ternational Business Research* 3(3):234.
- Wati, Eka I., Mohammad. Ilyas, and Endang Dwi. Sulistyowati. 2017. "Pengembangan Media Mobile Learning Dalam Pembelajaran Menulis Deskripsi Pada Siswa Kelas X Smk." *Ilmu Budaya* 1(4):291–304.
- Widdowson, H. G. 2001. *Teaching a Language as Communication*. 12th ed. Oxford: Oxford University Press.
- Wiersma, W., & Jurs, S. G. 2008. *Research Methods in Education an Introduction*. 9th Editio. US: Pearson Education, Inc.
- Yusnilita, Nopa. 2020. "The Impact of Online Learning: Student's Views." *ETERNAL (English Teaching Journal)* 11(1):57–61. doi: 10.26877/eternal.v11i1.6069.
- Zebua, Sokhiziduhu, and Yenni Rozimela. 2020. "The Implementation of Genre-Based Approach in Teaching Writing Analytical Exposition Text at SMAN 8 Padang." *411(Icoelt 2019)*:104–7. doi: 10.2991/assehr.k.200306.018.
- Zemach, D & Rumisek, L. 2003. *Academic Writing from Paragraph to Essay*.Pdf. Oxford: MCMillan Education., 1(11), 1–16.