



Analysis of the Expository Text Structure in Indonesian Language Textbooks

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ABSTRACT

This study originates from the significance of expository texts in Indonesian language textbooks as a medium to enhance students' reading comprehension, critical thinking, and academic literacy. However, variations in structure, cohesion, coherence, and text complexity often pose challenges in the learning process. The purpose of this research is to analyze the structure of expository texts in Indonesian language textbooks, identify their strengths and weaknesses, and provide practical recommendations for teachers and curriculum developers. The study employed a qualitative approach using content analysis design. Data were collected through purposive sampling of Indonesian language textbooks used across different educational levels. The analysis focused on structural elements (thesis, arguments, evidence, and conclusion), cohesion and coherence devices, as well as levels of text complexity. The findings reveal that most expository texts follow the classical pattern of thesis–argument–evidence–conclusion, yet inconsistencies remain in the use of cohesion devices, logical flow, and variations of text complexity across grade levels. These factors significantly affect students' comprehension and engagement. The study emphasizes the importance of teacher scaffolding, progressive sequencing of materials, and explicit training in text analysis to strengthen students' critical literacy and academic skills.

Keywords: Expository Text; Text Structure; Cohesion; Coherence; Text Complexity

1. Introduction

Expository texts are designed to inform, explain, or present arguments in a clear and logical manner. In the context of Indonesian language textbooks, expository texts serve as essential tools for developing students' reading comprehension, critical thinking, and academic literacy skills. Analyzing the structure of these texts helps educators understand how information is organized, how ideas are connected, and how persuasive techniques are employed to convey the author's message effectively. Typical structural elements in expository texts include a thesis statement, supporting arguments, evidence, and a conclusion, all of which guide readers through the intended reasoning process. Studying the structure of expository texts in textbooks also provides insights into curriculum design and teaching strategies. By

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identifying patterns, strengths, and weaknesses in how content is presented, teachers can better scaffold learning activities and develop exercises that enhance students' analytical abilities. Moreover, this analysis can inform textbook authors and educational policymakers about the clarity and effectiveness of instructional materials. Ultimately, examining expository text structures not only supports language learning but also encourages students to engage critically with texts, fostering a deeper understanding of the subject matter.

Several studies have examined the structure and characteristics of expository texts in educational materials. Sari and Prasetyo (2020) analyzed expository texts in Indonesian language textbooks for junior high schools, finding that most texts followed a conventional structure of thesis, argument, and conclusion, but often lacked sufficient supporting evidence to strengthen students' comprehension. Similarly, Putri and Hadi (2021) highlighted that the clarity of idea organization significantly affected students' ability to identify the main points and supporting details in expository texts. These findings suggest that understanding text structure is crucial for developing effective reading comprehension strategies.

Other research focused on the pedagogical implications of expository text structures. Rahman et al. (2019) investigated how teachers implemented expository texts in classroom activities, emphasizing that proper guidance in identifying text elements improved students' analytical skills. Likewise, Anwar and Fadilah (2022) found that textbooks with well-structured expository texts facilitated more interactive learning, enabling students to engage in discussions and critical thinking exercises. Meanwhile, Utami and Nugroho (2020) suggested that discrepancies in text complexity across grade levels could influence students' motivation and understanding, indicating the need for systematic content progression. Further studies explored textual analysis methods and curriculum alignment. Dewi et al. (2018) applied a rhetorical approach to analyze the persuasive techniques in expository texts, showing that explicit markers and logical connectors helped students follow argument development. Pratama and Lestari (2021) examined coherence and cohesion in textbook expository texts, concluding that cohesive devices played a significant role in enhancing readability and comprehension. Finally, Haryanto and Sulastri (2019) emphasized that integrating expository text analysis in teacher training could improve educators' ability to select and design effective learning materials, ultimately fostering students' critical literacy skills.

Despite the extensive research on expository texts in textbooks, several gaps remain that need to be addressed. Previous studies have largely focused on junior high school and elementary school levels, leaving limited attention on the diversity of text types and complexity across different grade levels. Moreover, many analyses emphasize structural elements such as thesis statements and supporting arguments,

but they often overlook the linguistic and rhetorical devices that contribute to coherence, cohesion, and persuasive effectiveness in expository writing. This gap limits a comprehensive understanding of how students interact with texts beyond surface-level comprehension.

Another issue lies in the practical implementation of expository texts in classrooms. While textbooks may present well-structured examples, teachers often face challenges in guiding students to identify and analyze text elements effectively. Rahman et al. (2019) and Anwar & Fadilah (2022) indicate that discrepancies between textbook content and teaching strategies can reduce students' engagement and hinder the development of critical thinking skills. Additionally, variations in text complexity and the presence of unclear or insufficient supporting evidence may confuse learners and affect their ability to draw logical conclusions from the text. Furthermore, there is a need to connect textbook analysis with curriculum objectives and literacy development more explicitly. Many studies highlight textual features or pedagogical strategies in isolation without linking them to broader learning outcomes, such as fostering critical literacy or argumentation skills. This disconnect may result in textbooks that are structurally correct but pedagogically ineffective, as they do not fully support students in applying analytical skills in real-life contexts. Therefore, a more integrated approach that examines both text structure and its functional impact on learning is essential to address these gaps and improve the quality of Indonesian language education.

Analyzing the structure of expository texts in Indonesian language textbooks has significant educational implications. Understanding how ideas are organized and connected can enhance students' reading comprehension, critical thinking, and ability to construct coherent arguments. However, several challenges exist, such as variations in text complexity, limited guidance for teachers, and insufficient attention to cohesive and persuasive elements within the texts. To overcome these challenges, solutions include developing clear analytical frameworks for teachers, integrating text structure analysis into classroom activities, and designing textbooks that balance structural clarity with linguistic richness. By addressing these issues, students are better equipped to engage critically with texts, fostering deeper learning and higher-order literacy skills.

The aim of this research is to systematically examine the structural elements of expository texts in Indonesian language textbooks, identifying both strengths and weaknesses in their organization and presentation. This study is particularly interesting because it bridges the gap between textual analysis and pedagogical application, providing practical insights for teachers, curriculum developers, and textbook authors. By exploring how textbook content supports or hinders students' understanding and analytical abilities, the research contributes to improving instructional quality and literacy development. Additionally, the study's findings may inform future textbook revisions, making language

learning more effective and engaging for students across different educational levels.

2. Methods

This study employed a qualitative research approach, focusing on descriptive and analytical methods to examine expository texts in Indonesian language textbooks. The qualitative approach was chosen because it allows for an in-depth exploration of textual structures, linguistic features, and rhetorical elements, which are difficult to quantify but essential for understanding how texts communicate ideas. Data were collected through purposive sampling of textbooks widely used in Indonesian schools, ensuring that the selected materials represent various grade levels and curriculum standards. The analysis concentrated on identifying structural components, such as thesis statements, supporting arguments, evidence, and conclusions, as well as cohesive devices and logical connectors that facilitate comprehension.

The research design followed a content analysis framework, enabling systematic examination and interpretation of the texts' organization and features. Each expository text was carefully coded based on predefined categories derived from previous literature and theoretical models of text structure. The study also incorporated comparative analysis to identify variations in complexity, coherence, and presentation across different textbooks. This design allowed the researchers to draw meaningful conclusions about the effectiveness of the texts in supporting students' comprehension and critical thinking skills, as well as to provide recommendations for improving textbook quality and pedagogical practices.

The data for this study were collected through a document study of Indonesian language textbooks used at various elementary and secondary school levels. The textbooks were purposively selected based on the completeness of the material, the diversity of expository texts, and alignment with the national curriculum. Each textbook was thoroughly examined to identify relevant expository texts, including introductory sections, main content, and exercises containing these texts. Additionally, field notes were taken to document the context of text usage, page references, and text types found, ensuring that the data were complete and systematically organized. Data collection also involved recording the main structural elements of each text, such as the thesis statement, supporting arguments, evidence, and conclusion. Cohesion and coherence aspects, including connectors, repetition, and argument reinforcement, were also noted to support a more in-depth analysis. This process was carried out both manually and digitally to facilitate data management and ensure that all relevant elements were accurately captured.

Data analysis was conducted using content analysis, which allowed the researchers to systematically examine the structure and patterns within expository texts. Each text was coded according to predetermined

categories, including identification of the thesis statement, main arguments, supporting evidence, conclusion, as well as cohesion and coherence devices. Coding was performed in stages to ensure consistency and accuracy of interpretation and to facilitate comparisons across textbooks and educational levels. Furthermore, the coded data were analyzed descriptively and comparatively. Descriptive analysis was used to illustrate the frequency, variation, and characteristics of text structures, while comparative analysis identified differences and similarities across textbooks, grade levels, and text complexity. The results of this analysis were interpreted to provide a comprehensive overview of the quality of expository texts, the effectiveness of idea presentation, and their potential impact on students' comprehension and critical thinking skills.

3. Findings and Discussion

3.1 Findings

The analysis of expository texts in Indonesian language textbooks revealed several important findings regarding their structure, linguistic features, and pedagogical implications. By systematically examining the organization of ideas, cohesion devices, and rhetorical strategies, the study provided insights into how these texts facilitate or hinder students' comprehension and critical thinking skills. The results also highlighted variations across grade levels and textbooks, pointing to both strengths and areas for improvement in terms of clarity, logical flow, and the support of argumentation. Based on these observations, the key findings of the study can be summarized as follows:

General Text Structure

Evidence is another crucial element because it substantiates the supporting arguments. This can include examples, facts, statistics, or references to credible sources. Texts that provide concrete and relevant evidence tend to be more persuasive and help students develop analytical skills by showing how claims are validated through reasoning and data. The conclusion serves to summarize the key points and reinforce the thesis statement. A well-crafted conclusion not only wraps up the discussion but also provides students with a sense of closure and clarity about the overall argument. In textbooks, conclusions often include reflective questions or prompts to encourage further thinking and application of knowledge. Despite this general framework, there is considerable variation in the length and depth of each section. Some texts present brief arguments with limited evidence while others provide extensive elaboration and multiple supporting points. These differences affect students' ability to fully grasp the main ideas and develop critical thinking skills. Understanding the general text structure is essential for both teachers and students. Teachers can use this knowledge to design effective learning activities, guide students in identifying text elements, and enhance reading comprehension strategies. For students, recognizing

the structure helps in organizing their thoughts, summarizing information, and evaluating the strength of arguments presented in the texts.

Expository texts in textbooks are carefully designed to present information and ideas in a way that is clear, logical, and accessible for learners. Their purpose is not only to transfer knowledge but also to guide students in understanding how ideas are organized and expressed in written form. The presence of a recognizable structure helps readers navigate the text smoothly, allowing them to follow the flow of thought without confusion. This structured approach ensures that the central message of the text remains consistent and easy to grasp. The thesis statement functions as the foundation of the entire text. By presenting the main idea or claim at the beginning, it sets the direction for what follows and provides a clear focus for readers. This statement serves as a compass, helping students anticipate the kind of information that will be discussed. A well-formulated thesis does not merely state a topic but offers a specific perspective or stance, which is then elaborated through subsequent sections of the text.

Supporting arguments play a central role because they give shape and depth to the thesis. These arguments provide reasons, explanations, or clarifications that make the central claim more convincing and meaningful. For students, encountering strong and logical arguments develops their ability to connect concepts and evaluate relationships between ideas. Through this process, they also learn how to build their own reasoning and practice critical thinking, skills that are vital not only in language learning but also across academic subjects.

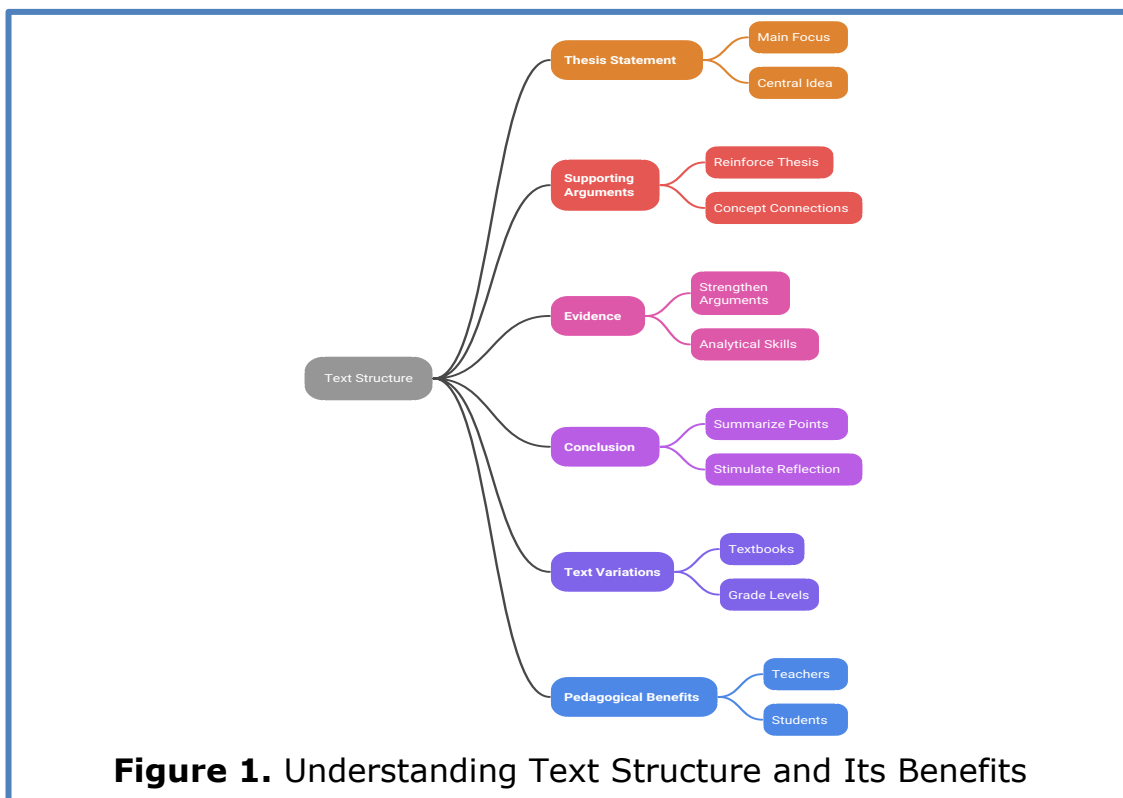


Figure 1. Understanding Text Structure and Its Benefits

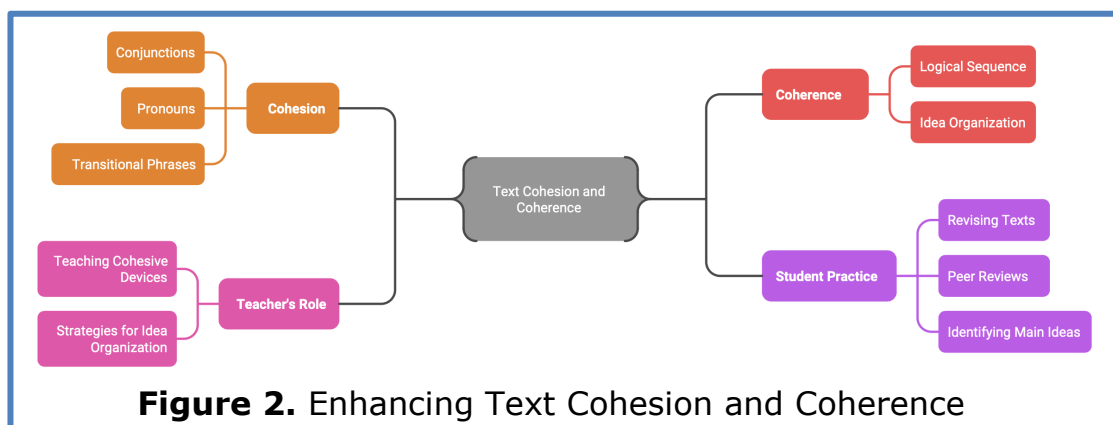
The image highlights the multifaceted nature of text complexity and its direct connection to learning strategies. Text complexity is influenced by several dimensions, including linguistic, cognitive, and conceptual aspects. Linguistic features such as sentence length, grammatical structures, and vocabulary variety determine how accessible a text is to readers. Meanwhile, the cognitive aspect engages students in higher-order thinking processes such as analysis, evaluation, and synthesis, while the conceptual aspect requires them to understand abstract ideas and layered arguments. This shows that complex texts are not defined only by language difficulty but also by the depth of reasoning and comprehension they demand. To meet these challenges, the diagram emphasizes the importance of learning strategies and scaffolding. Teachers can support students through scaffolding techniques such as pre-teaching vocabulary, providing guiding questions, and encouraging critical reading strategies, which prepare learners to engage with demanding texts step by step. In addition, learning strategies like group discussions, text annotation, and summarization exercises allow students to collaboratively break down complex information, enhance comprehension, and build confidence in approaching challenging materials. By aligning teaching practices with the multiple dimensions of text complexity, educators can help students develop literacy and critical thinking skills progressively and effectively.

Cohesion and Coherence

Cohesion and coherence are essential aspects in constructing meaningful texts. Cohesion refers to the surface-level connections within a text, such as the use of conjunctions, pronouns, and transitional phrases that link sentences and paragraphs together. In many cases, the use of connectors and repetition helps create unity, ensuring that ideas are not presented in isolation but as parts of a larger whole. When applied consistently, these cohesive devices guide the reader in following the flow of information more easily and strengthen the structure of the text. However, coherence goes beyond mere surface-level connections and focuses on the logical arrangement of ideas. Some texts, although rich in cohesive markers, still struggle with coherence because the ideas are not presented in an order that makes sense to the reader. This lack of logical progression may cause confusion, as students find it difficult to identify how one concept relates to another. For instance, sudden topic shifts or poorly explained transitions can disrupt the reader's comprehension, reducing the overall effectiveness of the text. For students, difficulties in recognizing the relationship between ideas can hinder their ability to analyze and internalize content. When cohesion is present but coherence is weak, learners may rely heavily on mechanical links rather than developing a deep understanding of the material. Therefore, teachers need to emphasize not only the correct use of cohesive devices but also strategies for organizing ideas logically. By doing so, students will be

better equipped to produce texts that are both cohesive and coherent, enabling them to communicate their thoughts clearly and effectively.

Improving cohesion and coherence requires deliberate practice and exposure to well-structured texts. Teachers can model how to use connectors effectively, such as “therefore,” “in addition,” or “however,” while also demonstrating how to arrange ideas in a logical sequence. Repetition of key terms or paraphrasing can also be introduced as strategies to maintain focus and avoid unnecessary ambiguity. By analyzing examples of coherent texts, students can better grasp how each sentence builds upon the previous one to create a smooth narrative or argument. At the same time, students should be encouraged to revise their own writing with attention to both cohesion and coherence. Activities like peer review, outlining before writing, and identifying main ideas can help them develop awareness of how ideas are linked. With consistent guidance, they will learn to balance the technical use of cohesive devices with the broader skill of logical organization. This dual focus ensures that their texts are not only grammatically connected but also conceptually meaningful, enhancing both comprehension and communication.



Cohesion and coherence are two essential elements in constructing effective texts. Cohesion ensures that sentences are grammatically and structurally connected through the use of conjunctions, pronouns, and transitional phrases, while coherence emphasizes the logical flow of ideas. When both are applied properly, they help readers follow the author’s reasoning smoothly, making the text more meaningful and easier to understand. Without cohesion, a text may appear fragmented, and without coherence, even well-connected sentences can feel disorganized and confusing. For students, mastering cohesion and coherence is crucial in developing strong writing and reading skills. Teachers play a vital role by providing models of coherent texts, guiding students in using cohesive devices effectively, and encouraging logical sequencing of ideas. Through practice such as outlining, peer review, and text revision, students can learn to create writings that are both grammatically connected and logically structured. This dual focus not only enhances comprehension but also equips learners with communication skills that are valuable in both academic and real-life contexts.

Text Complexity

Text complexity plays a central role in determining how effectively students can engage with reading materials. In the early grades, texts are often simplified to match students' emerging literacy skills. However, when these texts are overly simplified, they may fail to challenge students' ability to expand their vocabulary, comprehension strategies, and inferential thinking. As a result, students may miss opportunities to develop deeper cognitive engagement, which is necessary for their long-term academic growth. In contrast, texts in higher grades tend to be longer, more detailed, and filled with complex ideas or specialized vocabulary. While such materials are designed to foster critical thinking, they can sometimes overwhelm students who are not adequately prepared to handle the demands of abstract reasoning and synthesis of information. This mismatch can lead to frustration, disengagement, or superficial reading where students focus only on decoding words rather than grasping underlying meanings.

The variation in text complexity also highlights the importance of scaffolding. Teachers must provide appropriate support when students transition from simple to complex texts. This support can take the form of guiding questions, vocabulary pre-teaching, or strategies that encourage students to make connections between new concepts and their prior knowledge. Without such scaffolding, the gap between simple and complex texts may widen, creating disparities in students' literacy development. Another challenge lies in ensuring that text complexity does not merely increase in length or vocabulary but also in the quality of reasoning it demands. Texts that ask students to compare, evaluate, or critique ideas provide more meaningful opportunities for higher-order thinking than texts that only require factual recall. Thus, the design and selection of reading materials must balance linguistic difficulty with cognitive depth, enabling students to engage with content at multiple levels of comprehension.

For curriculum developers, the issue of text complexity calls for thoughtful sequencing across grade levels. Early texts should gradually introduce varied sentence structures and richer vocabulary, while later texts should present students with opportunities to analyze arguments, synthesize perspectives, and reflect critically. Such progression ensures continuity in learning and prepares students for the demands of academic texts in higher education or professional contexts. Ultimately, managing text complexity is not just about matching texts to grade levels but also about fostering growth in students' reading abilities. When complexity is carefully calibrated, students are challenged just enough to stretch their skills without being overwhelmed. This balance cultivates resilience, curiosity, and confidence in handling diverse texts, equipping learners with the literacy competencies they need for lifelong learning and meaningful participation in society.

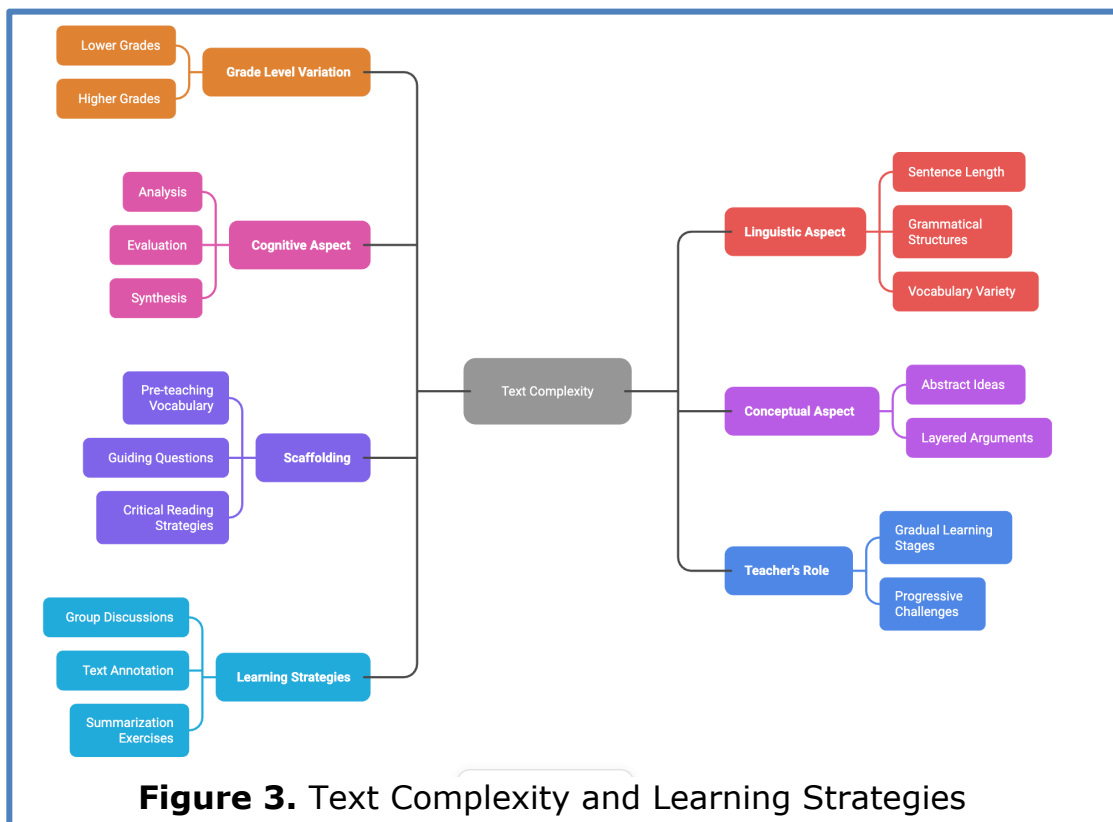


Figure 3. Text Complexity and Learning Strategies

The image illustrates the multifaceted nature of text complexity and how it directly connects to learning strategies. Text complexity is shaped by several dimensions, including linguistic, cognitive, and conceptual aspects. Linguistic features such as sentence length, grammatical structures, and vocabulary variety influence how easily a text can be decoded and understood. At the same time, the cognitive aspect requires students to engage in higher-order thinking processes like analysis, evaluation, and synthesis, while the conceptual aspect demands comprehension of abstract ideas and layered arguments. These elements highlight that complex texts are not only about the language used but also about the depth of reasoning required to make sense of them. To address these challenges, the diagram emphasizes the role of learning strategies and scaffolding. Teachers can provide scaffolding through pre-teaching vocabulary, guiding questions, and critical reading strategies to help students gradually engage with difficult texts. Likewise, learning strategies such as group discussions, text annotation, and summarization exercises empower students to collaboratively unpack complex ideas, strengthen comprehension, and build confidence in handling challenging materials. By aligning instructional practices with the varying dimensions of text complexity, educators ensure that students are not overwhelmed, but instead are progressively guided to develop stronger literacy and critical thinking skills.

3.2 Discussion

The general structure of an expository text typically follows a classic pattern consisting of a thesis statement, supporting arguments, evidence, and a conclusion. This pattern serves as a fundamental framework to ensure that information is organized logically and can be easily followed by readers. The thesis provides the initial foundation by presenting the main idea, while the subsequent parts function to strengthen and direct the reader's understanding of the central claim. Supporting arguments form the core of the expository text because they clarify, expand, and provide logical reasons for the thesis. Through these arguments, students are trained to connect concepts and develop critical thinking skills. Without clear arguments, the text becomes superficial and lacks direction in guiding the reasoning process.

The next essential element is evidence, which reinforces the arguments. Evidence may include data, facts, or concrete examples that make the text more persuasive and convincing. Its presence also helps students practice analyzing the validity of claims and understanding how knowledge is supported both empirically and logically. Thus, readers not only receive information but also learn how knowledge is constructed. The conclusion functions as a closing section that summarizes the main ideas and ties the thesis and arguments together. In textbooks, conclusions often include reflective questions that encourage students to connect the reading with real-life situations. This makes the expository text structure not only a medium of information delivery but also a pedagogical tool that fosters critical, analytical, and reflective thinking skills.

A systematic structure of expository texts greatly assists students in organizing information. According to Hyland (2019), understanding text structure enables learners to identify the communicative purpose and rhetorical patterns underlying a piece of writing. This is consistent with Emilia (2012), who emphasized the importance of genre-based pedagogy in enhancing students' academic literacy, particularly through mastering expository text structures. Therefore, teachers should provide explicit examples of text components so that students become accustomed to recognizing the pattern and applying it in their writing. Furthermore, the presence of evidence as a key element in expository texts is supported by Anderson and Hounsell (2020), who argued that the use of factual data strengthens the quality of arguments and develops students' analytical skills. Similarly, Derewianka and Jones (2016) highlighted that constructing texts with a thesis-argument-evidence-conclusion pattern not only supports language learning but also fosters higher-order thinking skills. Through this framework, students do not merely understand the content but also learn to construct knowledge critically.

Cohesion and coherence are two essential aspects of constructing effective texts. Cohesion refers to surface-level connections through the use of conjunctions, pronouns, or the repetition of terms that help bind

sentences and paragraphs together. Without cohesion, a text feels fragmented and difficult to follow. With proper cohesion, readers can trace ideas from one part to another more smoothly. Meanwhile, coherence focuses on the logical order of ideas within the text. Coherence ensures that ideas are arranged in a meaningful sequence and are interconnected. Even when a text has many cohesive markers, without coherence the flow of ideas may still feel confusing. For instance, sudden topic shifts or insufficient explanations can disrupt comprehension and weaken the overall effectiveness of the text

For students, cohesion and coherence are essential skills for both understanding readings and producing good writing. When cohesion is present but coherence is weak, students may only be able to follow mechanical links between sentences rather than gaining a deeper understanding of the content. Therefore, teachers must emphasize not only the correct use of cohesive devices but also strategies for organizing ideas logically so that texts become easier to follow. Improving cohesion and coherence can be achieved through consistent practice in reading and writing well-structured texts. Teachers can model how to use connectors such as *therefore*, *in addition*, or *however*, while also demonstrating how to arrange ideas in a logical sequence. Activities like outlining, peer review, and revising drafts are effective steps to help students balance cohesion and coherence in their texts

Cohesion and coherence have long been considered the core of discourse quality. Halliday and Hasan (1976) argued that cohesion creates a network of grammatical ties that make a text unified. This view is consistent with Brown and Yule (1983), who emphasized that coherence is not only linguistic but also involves the reader's logical interpretation of how ideas are sequenced. Thus, cohesion and coherence work together to ensure that a text can be understood as a whole. In the context of language learning, Witte and Faigley (1981) showed that students' ability to write with strong cohesion and coherence greatly influences the quality of their arguments. Similarly, Connor (1996) highlighted that mastery of these aspects needs to be taught explicitly, as each culture has different ways of structuring ideas. Therefore, teaching strategies that combine model text analysis, practice in using cohesive devices, and guidance in building logical flow are crucial to improving students' literacy skills.

Text complexity plays an important role in determining how effectively students can engage with reading materials. In lower grades, texts are usually simplified to match students' emerging literacy skills. However, when texts are oversimplified, students are less challenged to expand their vocabulary, comprehension strategies, and inferential thinking. As a result, they may lose valuable opportunities to develop deeper cognitive growth. In contrast, texts in higher grades tend to be longer, more detailed, and filled with specialized vocabulary or abstract ideas. Such texts are designed to foster critical thinking but may become cognitively overwhelming for students who are not adequately prepared.

This situation can lead to frustration, disengagement, or superficial reading, where students merely focus on decoding words rather than grasping deeper meanings

Therefore, teachers play a crucial role in providing appropriate scaffolding to help students transition from simple to more complex texts. Support may take the form of guiding questions, pre-teaching key vocabulary, or strategies that encourage students to connect new concepts with prior knowledge. Without such assistance, the gap between students' abilities in dealing with simple versus complex texts may widen, leading to unequal literacy development. For curriculum developers, it is essential to ensure that text complexity increases gradually across grade levels. Early texts should introduce varied sentence structures and richer vocabulary, while later texts should provide opportunities to analyze arguments, synthesize perspectives, and reflect critically. With this progression, students are not only prepared for higher academic demands but also become more confident in dealing with diverse texts in real-life contexts

The concept of text complexity has been widely examined in the framework of the Common Core Standards in the United States. According to Snow (2010), complex texts require students to integrate linguistic skills with higher-order cognitive abilities, which means teachers must provide adequate instructional strategies. Similarly, Duke, Pearson, Strachan, and Billman (2011) emphasized that the increase in text complexity must be balanced with explicit literacy strategies so that students do not merely decode words but also grasp deeper ideas. Furthermore, Shanahan, Fisher, and Frey (2012) stressed the importance of scaffolding to support students' transition from simple texts to more challenging ones. In addition, Afflerbach (2016) argued that mastering text complexity is not only about language proficiency but also about students' ability to evaluate, compare, and interpret ideas critically. Thus, teaching with attention to text complexity not only sharpens reading skills but also builds a foundation for sustainable critical thinking.

4. Conclusion

The findings reveal that general text structure, cohesion and coherence, and text complexity are three fundamental aspects that complement one another in reading and writing instruction. Students' understanding of the expository text structure which consists of a thesis, arguments, evidence, and a conclusion helps them organize ideas systematically. At the same time, the ability to maintain cohesion and coherence makes texts easier to comprehend while showing how ideas can be conveyed logically. This combination turns texts into tools for delivering information as well as pedagogical instruments that foster critical and reflective thinking skills. In addition, text complexity must be managed carefully so that students are not only able to read but also able to interpret and evaluate ideas in depth. Teacher support through

scaffolding and the gradual sequencing of curriculum materials are crucial for ensuring optimal literacy development. By understanding and integrating these three aspects, language learning produces not only students who are competent in language but also individuals who are critical, analytical, and prepared to face the demands of academic life and real world challenges.

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