AN ANALYSIS OF STUDENTS' WRITING SKILL
ON ENGLISH EXPOSITORY TEXT

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Abstract

This study analyzed the writing skills in English expository text. There are five indicators in writing expository text: content, organization, grammar, vocabulary, and mechanics. This study aimed to investigate the students' writing skill on expository text related to the five indicators of English expositorytext and investigated the difficulties in writing English expository text. This research study used a descriptive quantitative research design. The participants were first semester students at English Literature Study Program of Universitas Trunojoyo Madura. The data collected from students' writing expository text test and analyzed by using Heaton's theory. The result data analysis showed that: 1) 47% of students were average to good in writing content, 2) 51% of students were average to good in writing organization, 3) 31% of students were average to good in using grammar, 4) 36% of students were very good to excellent in using vocabulary, 5) 44% of students were very good to excellent in writing mechanics. This research found some difficulties the students when writing expository text. First, students cannot develop their ideas. Second, students are unable to develop their idea based on topic that they have to explain in expository text. Third, students struggle with grammatical structure of expository text. That means, they have to more understand about the simple present tense. Fourth, they were difficult to select appropriate vocabulary when writing expository text. The last, they miss-spelt words and were unsure of proper punctuation that was causing an error of mechanics.

Keywords : Expository text, English text, writing skills, Englsh learning.

Abstrak

Penelitian ini menganalisis keterampilan mahasiswa dalam menulis teks ekspositori Bahasa Inggris. Ada lima indikator dalam menulis teks expository: isi (konten), struktur teks (organisasi), tata bahasa, kosa kata, dan mekanisme penulisan. Penelitian ini bertujuan untuk menganalisa keterampilan mahasiswa dalam menulis teks ekspositori berdasarkan lima indikator dalam penulisan teks dalam bahasa Inggris dan menganalisa kesulitan mahasiswa dalam menulis teks expositori dalam bahasa Inggris. Penelitian ini menggunakan desain penelitian deskriptif kuantitatif. Objek penelitian dalam penelitian ini adalah mahasiswa semester satu Program Studi Sastra Inggris Universitas Trunojoyo Madura. Data dikumpulkan dari tugas mahasiswa menulis teks ekspositori dan kemudian data yang didapat dianalisis dengan menggunakan teori Heaton. Hasil analisis data menunjukkan bahwa: 1). 47% siswa mencapai level average to good dalam menentukan isi atau konten dalam teks ekspositori, 2). 51% siswa mencapai level average to good dalam mengorganisir

teks ekpositori, 3). 31% siswa mencapai level average to good dalam dalam menggunakan grammar, 4). 36% siswa mencapai level very good to excellent dalam dalam menggunakan kosa kata, 5) 44% siswa mencapai level very good to excellent dalam mekanisme kepenulisan. Penelitian ini menemukan beberapa hal yang menjadi kesulitan mahasiswa dalam menulis teks ekspositori. Pertama, mahasiswa tidak dapat mengembangkan ide-idenya. Kedua, mahasiswa tidak mampu mengembangkan ide mereka berdasarkan topic yang diangkat. Ketiga, mahasiswa mengalami kesulitan dalam menentukan struktur gramatikal dalam menulis. Artinya, mereka harus lebih memahami tentang simple present tense yang merupakan tenses yang digunakan dalam penulisan teks expository. Keempat, mereka kesulitan memilih kosa kata yang tepat saat menulis teks ekspositori. Terakhir, mahasiswa masih kesullitan dalam menulis kalimat bahasa Inggris dengan struktur yang baik dan benar, kesalahan dalam penggunaan tanda baca, sehingga menyebabkan kesalahan struktur dalam level kalimat, klausa atau frase.

Kata Kunci : Teks Ekspositori, Teks Bahasa Inggris, Keterampilan Menulis, Pembelajaran Bahasa Inggris.

A. Introduction

English is one of the important languages which is widely used in the world as a means of International Communications. In English, there are four skills that have to be mastered such as: Listening, Speaking, Reading and Writing. As Harmer (2001) states that there are various skills in mastering of language: Receptive Skill, Listening (understanding the spoken language), Reading (understanding the written language) and Productive Skills Speaking and Writing. Writing is a personal act in which the writer expresses and transfer ideas or opinion into written form. Oshima and Hogue (1993:3) stated that writing is not easy to be conducted, students should have ability in writing in order to be able to express the idea well. As we now that writing purpose is to express ideas and information. Writing is one of main material that have to understand by English study program students.

So, how is writing as the important materials. Writing is one of basic material that have to taught, especially for English study program students. When the students have ideas or knowledge in their minds, they can use writing to express their ideas. The writer able to communicate and express their ideas with readers. The students also have to master in some language components in Writing such as Spelling, Grammar, Vocabulary, and Punctuation. Mukminatiem (1997) in Kalsum (2005:29) stated students have difficulties in writing English because English is not a simple matter in which students are expected not only to demonstrate their competencies in English grammar, but also to use their knowledge in the acceptable English
rhetoric or the communicative aspect of English writing. In terms of fluency, Nunan (1999) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expressions.

Based on the problems above, the researcher wants to know the students' ability and problems in writing expository text. Based on this reasons, the purposes of the research are:

(1) to explain the students ability in writing expository text at first grade of English Literature Program students of Universitaas Trunojoyo Madura.

(2) to explain the students' problems in writing a expository text at first grade o English Literature Program students of Universitaas Trunojoyo Madura.

(3) to explain the causes of the students' problems in writing review text at first grade of English Literature Program students of Universitaas Trunojoyo Madura.

B. Literature Review

There are some types of text that have to study well on English study program as the practical of writing studies. One type of English text is expository text. Expository text is informational text and no-fiction text that explain about the fact information and topic. An expository paragraph or text is a fact-based text which provides facts in an educational and purposeful way. It comprises three main organizations that are topic sentence, body and closing. Topic sentence is called as thesis statement, the body provides some factual information to support and explain the thesis statement and closing is consist of summary or restatement of the main idea. In writing of text, the students should understand about indicators of writing structure and the language features. Such as a content, organizations, grammatical functions, vocabulary, and mechanics that explain follow: Content, organization, grammatical, vocabulary, mechanics.

The researcher developed the instrument test from Brown and Abeywickrama (2010), consisting of five indicators, as follows:

1. Content : Content refers to the topic that use by the writer in writing expository text. In this case, the writer should find a suitable topic in writing the expository text.

2. Organization : Organization is mean structure and arrangement of the text. This organization consist of expository text generic structure, namely topic sentence, Body and closing. The topic sentence in expository paragraph is called as thesis statement. The thesis statement consists of topic and a statement that the writer wants to explain in the paragraph. The second is body, The body of expository paragraph provides some factual information to support or explain the thesis statements. For the last part expository text is closing. Closing is consist of Restatement of the main idea, call for action, or summary. I this part, writer give some conclusions or final statement about the explanation of body and topic.

3. Grammatical : the grammatical features are focused on using language characteristic of expository text. The sentence used in the expository text are simple, easy to read, concise, informative, clarity, and unbiased. The present tense is most often used to write expository text is simple present tense. In line with that, simple present tense has an important patterns to learn by the student, such as subject, verbal, and nominal sentence.

4. Vocabulary : When we write of expository text, we have to understand that vocabulary is the essential part. It is important to give explanation about the topic o expository text with the right, clear and simple word. Caused the main purpose of expository text is giving fact topic or information. That mean, it is important to make sure of reader understanding using simple and informative words. Johnson et al. (2013) states that the vocabulary used should have an effective choice to represent the subject or topic and correctly use the word and sentences. It means that the learner should pay attention choosing the correct words that suitable for the context of the expository text.

5. Mechanics : Mechanics that is mean writer's ability to write in correct spelling and punctuation structure. Afifuddin (2016) stated that mechanics in writing means using capitalization, punctuation, and spelling correctly. Punctuation is a term that refers to mark that is used to organize and clarify texts, primarily by separating or connecting words, clauses, and phrases.

Heaton's Theory

Teaching and testing are so closely interrelated that significant teaching process requires effective testing procedure or vice versa. Testing is the only way to see the efficiency of the process. Additionally, "testing is an aspect of learning that enables learners to grasp what they have missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning" (Chastain 1988). To know the students' achievement in writing skills, the teacher ordered the students to write expository text and give scoring on their writing test. Heaton (1988) divides some components in a scoring writing test, they are : the writers' ideas, organization, grammar, word or vocabulary, and the last mechanics which refers to punctuations, spelling, and capitalizations. Heaton classified into four categorizations for the criteria of scoring as follows.

Score	Categorization of scoring
3.51-4	Excellent - very good
2.51-3.50	Good - average
1.51-2.50	Fair - poor
1-1.50	Very poor

Tabel 1. *Four categorizations for the criteria of scoring*

C. Research Method

This research design is Action research method. The subject of this research was first grade English literature program students which consist of 73 students. This research study used a descriptive quantitative research design. The purpose of this research study was to investigate the students' writing skill in expository text. This research study focused on analyzing the five English

descriptive text test indicators by using Heaton's theory. The research instrument of this research was the English expository text test of the students. The researcher developed the instrument test from Brown and Abeywickrama (2010), consisting of five indicators, as follows:

a. Content which consisted of topic and detail,

b. An organization consisting of identification and description,

c. Grammar, which uses present tense and agreement,

d. Vocabulary,

e. Mechanics.

In this case, the students were asked to write an English expository text and was analyzed using Heaton's theory and writing testing scoring.

D. Finding And Discussion

Finding

The finding of this study presents the analysis of English expository text using Heaton's theory assessment that explain in introduction paragraph. Each category of students' writing skills of five English Descriptive text indicators is presented in each category.

Analysis of Five Indicators of English Descriptive Text

The researchers analyzed English expository text into five indicators, namely content, organization, grammar, vocabulary, and mechanics. After that the researcher analyzed the problems for each indicator. Five indicators categorization writing skills and the instrument test from Brown and Abeywickrama (2010) :
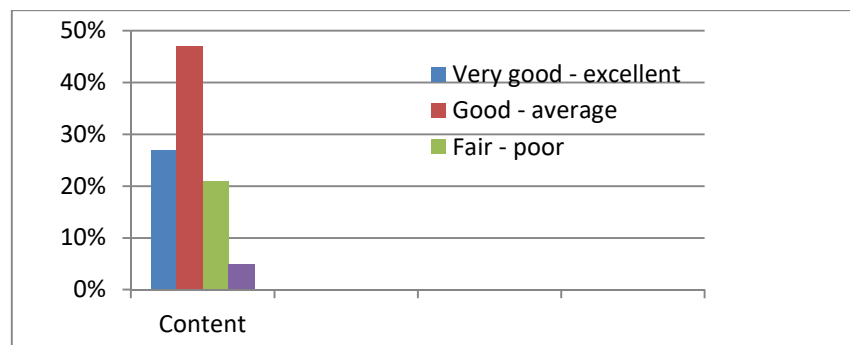
1. Content

Diagram 1 . *Students' Writing Skill in Write the Content of the Expository text*

As the first indicator, content consists of the topic and the details in write expository text. Based on the diagram, we know that 27% of students from 73 students were very good - excellent in writing contents skill. Besides that, 47% of students were good – average in writing content of expository text. Then, 21% of students from 73 students were fair – poor in writing content and just 5% students were very poor in writing content of expository text.
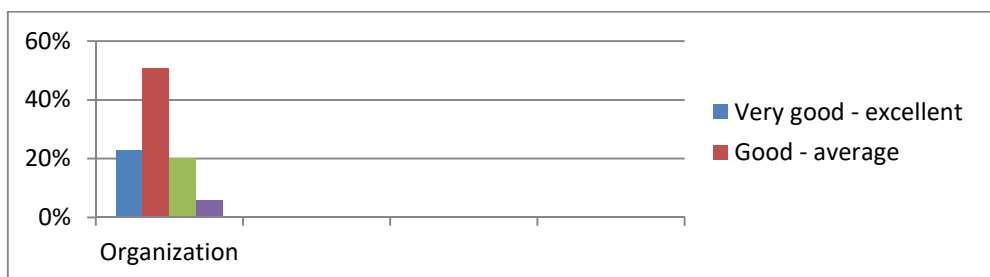
2. Organization

Diagram 2 . *Students' Writing Skill in Write the Organization of the Expository text*

Next organization is the second indicator in English expository text. The organization consists of the two main point, they are : identification and the description of English expository text. For the first, 23% of student were Very good – excellent for the organization a complete and clear explanation in describing and identifying the object in English expository text . Then, consist 51% students of 73 students were good – average in organization of writing skill. That is mean more than half percent of students wrote a complete and clear explanation in English writing expository text. The data showed that 20% students from 73 students were fair – poor in organization of writing skill and 6% of students were very poor skill in organization of writing text.
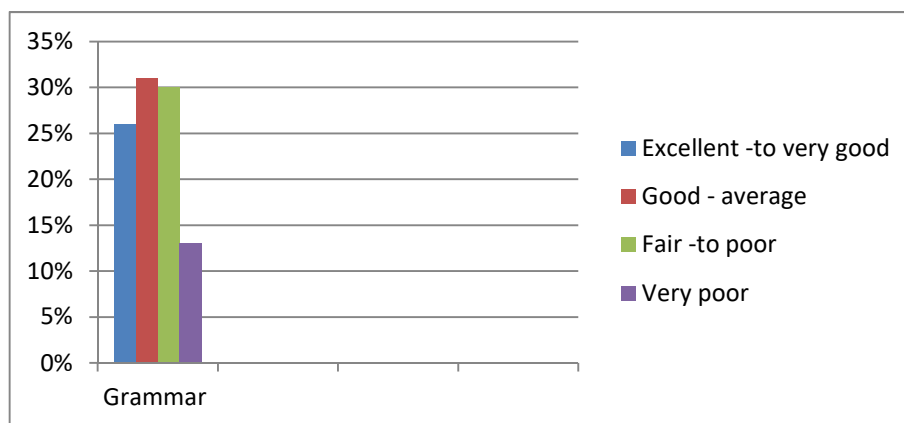
3. Grammar

Diagram 3 . *Students' Writing Skill in Write the Grammar of the Expository text*

Writing Skill in Write the Grammar of the expository text is the next indicator of this analysis. This analysis focuses on arranged the sentence with the correct grammar. From the data we know that consist of 26% of students were excellent – very good in grammar skill of expository text. Good – average scores were consists of 31% students from 73 first grade students of English literature program have average to good level. Meanwhile, 30% of the students were fair to poor, and 13% were very poor skill in writing expository text grammar.
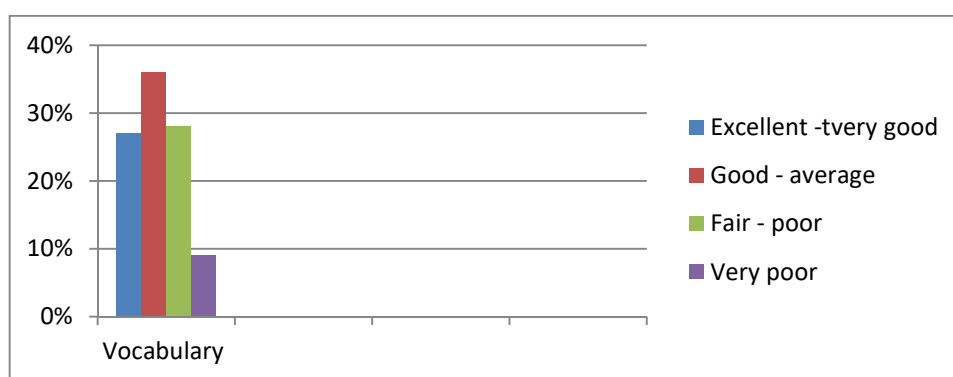
4. Vocabulary

Diagram 4 . *Students' Writing Skill in Write the Vocabulary of the Expository text*

For the fourth indictors of this research analysis is about student vocabulary skill. The data showed that consist of 27% students from 73 students were excellent – very good in vocabularies of writing expository text. For the next, 36% of students were good – average skill in vocabularies of writing text. Meanwhile, 28% of students were fair – poor in vocabulary skill and 9% were very poor skill in vocabulary of writing text.
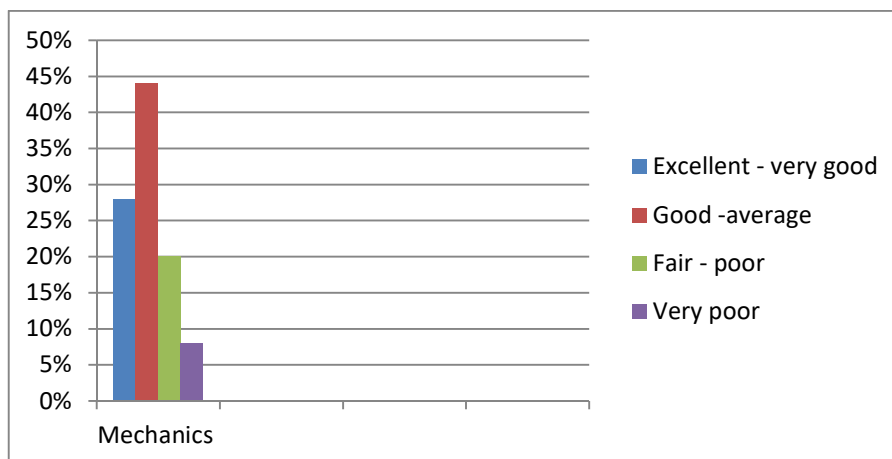
5. Mechanics

Diagram 5 . *Students' Writing Skill in Write the Mechanics of the Expository text*

For the last indicator is mechanics. The mechanics concern the use of punctuations, spellings, and capitalizations. From the data we know that, consist 28% of students were excellent – very good skill and 44% of students from 73 students were good – average skill in mechanics of writing expository text. The last, data showed that 20% of students were fair – poor and 8% of students were very poor in mechanics skill of writing expository text.

Discussion

Based on the data that explain in finding, we can take some conclusions. The first indicator, content data showed that 27% of students have excellent writing skill in content indicator. That mean, 20 students from 73 students who write the text correctly between the topic and the detail are suitable and correct. 47% of students were categorized as average to good in content skill of writing. That means 34 students can write expository text with suitable topic but not clear in details. The next, 21% students or 15 students have poor content skills in writing expository text. For the last, consist of 5% of student have bad skill in content of writing expository text. In clear any 4 students have to improve their skill writing with suitable topic and the details.

The second indicator of this analysis showed that 23% students of 73 students have excellent to good skill in writing organization of writing expository text. It means consist of 17 students write the generic structure, and the generic structure is complete and clear. In average to good level showed that 51% or 37 students write the generic structure completely, but the explanation is not clear. Besides that, any 20% or 15 students have fair to poor and 6% or 4 students have poor skill to organize expository text. That means totally 19 students are face difficulties in writing the generic structure of the expository text. It showed that 19 students have a problem to identify and describe the object of the text. They cannot develop their idea and information through the object and it is difficult to explain topic of the text.

The third indicator is grammatical function of text. In this part, students have to concerns language features used in writing expository text. Simple present tense uses in expository text and some language features, such as action verb, adjective, agreement etc. The data showed 26% students have excellent – very good skill in grammatical structure of writing expository text. That means consist of 19 students have very good and excellent in grammar knowledge. Besides that, 31% or 23 students use good grammar with few mistakes in writing expository text. Meanwhile, 30% or 22 students have poor, and 13% or 9 students have very poor in writing grammar. That means almost 31 students have difficulties in writing the grammar of the expository text. The students face difficulties using grammatical features that might be caused by their not knowing the basic structure of simple present tense. Students are still confused in using singular and plural in the simple present tense.

For the fourth indicator, the data showed that 27% students have very good to excellent using vocabulary in writing descriptive. Besides that, consists of 36% students have good to average skill in vocabulary. It shows 20 students have a very good vocabulary in writing English expository text and consist of 26 students have a good vocabulary. Moreover, 28% or 20 students have poor, and 9% or 7 students have very poor vocabulary. It showed that 27 students have difficulties with their vocabulary to write expository text. The use of vocabulary in English expository text is crucially needed because it makes the text comprehensible in explanation the topic.

The last indicator is mechanics in write expository text. The data showed 28% or 20 students have very good to excellent in mechanics writing and 44% or 29 students have average to good skill in mechanics of writing expository text. It means that 49 students have no problem with spelling, punctuation, and capitalization in writing skills of expository text. Meanwhile, consist of 28% or 15 of students have poor, and 8% or 6 of students have very poor in using mechanics writing. Totally 21 of the students have mistakes and errors in spelling, punctuation, and capitalization when they write expository text. Their mistakes caused by lack of knowledge about the mechanism in writing skill. The students still confused between the dependent and independent clauses and it makes ambiguity what the text means.

E. Conclusion and Suggestions

Based on data analysis above, it can be concluded that the students' writing skill of English expository text was average to good. The data showed for the content skill as the first indicator that found 27% of students from 73 students were very good to excellent, 47% of students were average to good, 21% of students were fair – poor and just 5% students were very poor in writing content of expository text. Meanwhile, for organization skill as the second indicator showed that 23% of student were Very good to excellent ,51% students were average to good, 20% students were fair – poor and 6% of students were very poor skill in organization of writing expository text. Next, in using grammar consist of 26% of students were very good to excellent , 31% students from 73 first grade students of English literature program have average to good level, 30% of the students were fair to poor, and 13% were very poor skill in writing expository text grammar. In vocabulary

indicator showed data of 27% were very good to excellent in vocabularies of writing expository text. 36% of students were average to good skill in vocabularies of writing text. Meanwhile, 28% of students were fair – poor in vocabulary skill and 9% were very poor skill in vocabulary of writing text. Mechanics as the last indicator showed that consist 28% of students were very good to excellent skill , 44% of students were average to good, 20% of students were fair – poor and 8% of students were very poor in mechanics skill of writing expository text. Based on the analysis data above it can take conclusion that the difficulties encountered when writing descriptive text are as follows: first, students were difficult to determine the appropriate content and explanation the topic of expository text in detail. Second, students are unable to develop their idea based on topic that they have to explain in expository text. Third, students struggle with grammatical structure of expository text. That means, they have to more understand about the simple present tense. Fourth, they were difficult to select appropriate vocabulary when writing expository text. The last, they miss-spelt words and were unsure of proper punctuation that was causing an error of mechanics.

According this study's result and conclusion, the researcher would like to suggest the English teacher give a deeper and clear explanation about the expository text. Besides that, the teacher can give brainstorm about the expository text to the students. So, students can improve their idea related to the topic in writing expository text. Last, the students have to improve their English vocabulary too.

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