An Analysis on Students' Ability in Writing Expository

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Abstract

This study aims to determine students' ability to write expository text in the form of essays that focus on cause and effect based on five aspects of writing, namely content, organization, vocabulary, language use, and mechanics, at the Faculty of Language and Literature, specifically in the Business English class A semester of 2019. Eighteen (18) students did up the research sample. In this research, the descriptive qualitative approach was applied. To collect data, a writing test was conducted. According the findings, students who wrote expository texts concentrating on cause and effect were able to write expository texts because the outcomes of their students' writing revealed that they were able to master five elements of writing which almost all students had perfect vocabulary.

Keywords: *Expository Text, Writing Ability, Writing, Analysis.*

1. Introduction

Writing is one of the four language skills; it is a method of expressing ideas through the written word. Every person should learn and master the art of writing. As a result, writing is indirect or face-to-face communication. Students can convey what they believe about something and generate new ideas via writing. Another reason that writing might approach vocabulary is because it involves the application of grammatical knowledge, such as language structures, vocabulary, pronunciation, and cultural understanding. This suggests that students are capable of writing essays. Students, Improve your inventiveness, for example. Furthermore, writing activates and develops not only their language abilities but also their cognitive abilities.

Students usually assume that writing in English is much more difficult than listening, reading, and speaking because writing requires the use of all aspects of the language. Students who have a lot of vocabulary but can't put it into written text, students whose vocabulary is lacking so they can't write, and many students who don't grasp grammar are among reasons students are sometimes sluggish if they get writing classes, according to the author.

One type of text that can be used to train students' English writing skills is expository text. Expository text is a type of text that

describes the knowledge and information contained in the facts. When compared to other types of texts such as descriptive text or narrative text, the idea of writing expository text is easy to obtain because it is very closely related to students' daily lives.

2. Literature Review

Writing is a medium for expressing one's ideas and thoughts. Writing is a picture of imagination that has no limits. Through writing, a person is free to express what they feel.

Nurgiyantoro (2001) states that writing is an interest in expressing thoughts through language media. According to Tarigan (1986), writing is reducing or painting image symbols that describe a language that can be deciphered by humans in order for them to study visual symbols writing is a language activity that is active and productive, an activity that requires encoding activities, namely activities to produce or convey language to other parties through language. Productive language activities are activities that convey ideas, thoughts, or feelings by the speaker, in this case the writer, in writing activities, the writer must utilize graphology, language structure and vocabulary through many and regular exercises. Writing activity is one of the most recent manifestations of language skills mastered by language learners after listening, reading and speaking (Nurgiyanto, 2001).

In order to improve students' writing skills, teachers should teach students about the writing process. According to Hornby (2005), students' ability is generated from two words: participants and their abilities. According to the Oxford Dictionary, a student is "any individual engaged in a particular subject who is studying at a college or university, anybody educating at secondary school." There is also ability, which is a person's aptitude to do something appropriately practically or intellectually after acquiring knowledge from experience.

3. Research Methodology

The purpose of this study is to assess students' abilities to write explanatory literature. The researchers employed a descriptive qualitative research method in this research. This study was conducted at Makassar State University's Faculty of Language and Literature's Business English study program. There are 18 students in the Business English study program.

This research was conducted through a teaching and learning process on Zoom for students studying the Business English program. The research was conducted in December-January for 3 days to introduce materials and collect assignments. The research instrument in the form of a writing test aims to determine the students' ability in writing expository text by mastering the writing aspect that focuses on cause and effect.

This research uses qualitative descriptive research. In the qualitative method, the researchers analyses the results of students' work in writing expository texts containing aspects of writing that focus on cause and effect.

4. Findings and Discussions

The findings provide data analysis in one meeting. At the meeting, students learn about

the expository text. The researchers teach what expository text is, generic structure, and linguistic elements used in expository text. After that, the researchers gave students the task of writing an explanatory text by giving five different themes from which they may choose one.

Data was collected through a writing test. The goal is to determine students' writing skills in writing expository texts that focus on cause and effect. The test results showed that their writing skills were good and only a few students got an average score.

Table 1. Score of Writing Ability of the Students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	7	38.9%
2.	Good	84-92	8.	44.4%
3.	Average	75-83	3	16.7%
4.	Poor	<75	0	0
	Total		18	100

Furthermore, writing ability refers to the students' writing ability, which is divided into four categories: very good, good, average, and poor. If students were able to write test of writing very well, they were placed in the very good category; if they were able to write test of writing well, they were placed in the

good category and students were placed in the average category if they were able to write test of writing average. The poor category is for students who were only able to write a writing test that was below average or who have poor or very low writing ability.

Table 2. Score of Content of the Students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	16	88.9%
2.	Good	84-92	2	11.1%
3.	Average	75-83	0	0%
4.	Poor	<75	0	0
	Total		18	100

Table 2 shows students' content scores. On test 16 (88.9%) got very good scores, 2 (11.1%) got good scores, and no student got average and poor scores.

The content describe the main idea and reflects the entire paragraph in the text. In addition, content that is classified in the very good category refers to: student knowledge relevant to the topic. Good

category, it's about having adequate knowledge about the topic. Average category of limited topic knowledge. The

bad category does not indicate knowledge of the subject.

Table 3. Score of Organization of the Students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	15	83.3%
2.	Good	84-92	3	16.7%
3.	Average	75-83	0	0%
4.	Poor	<75	0	0
	Total		18	100

Table 3 shows the student organization scores. In the test, there were no students who got average and poor scores. 3 (16.7%) got a good score, and 15 (83.3%) got a Very good score.

The organization is related to the idea in the paragraph. Besides, the organization is classified into very good category refers to the students fluently expressing their ideas or being well organized. Good, although the information is well-organized, the main points stand out. Average, ineffective, or disconnected ideas. Meanwhile, the poor category refers to the organization that does notcommunicate or has no organization.

Table 4. Score of Vocabulary of the students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	15	83.3%
2.	Good	84-92	3	16.7%
3.	Average	75-83	0	0%
4.	Poor	<75	0	0
	Total		18	100

Table 4 shows the student organization scores. In the test, there were no students who got average and poor scores. 3 (16.7%) got a good score, and 15 (83.3%) got a Very good score. Vocabulary refers to the choice of words that match the content; it can be recognized by looking at the word choice or usage to convey it to the reader. The vocabulary is classified into very good category refers to the sophisticated vocabulary, efficient word or idiom selection, and usage. Good category, range of faults in the meaning is not hidden in the word or idiom form, choice, or usage. With a limited quantity of vocabulary or idioms and usage alternatives, this is an average category. Due of a paucity of English vocabulary, this category has various grammatical issues.

Table 5. Score of Language use of the students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	13	72.2%
2.	Good	84-92	5	27.8%
3.	Average	75-83	0	0%
4.	Poor	<75	0	0
	Total		18	100

Table 5 shows the students' language use scores. In the test, there were no students who got average and poor scores, 13 (72.2%) got very good scores, and 5 (27.8%) got good scores.

The correct grammatical form and syntactic mode were known to as language usage. It's easy to notice because of the structure of well-formed sentences. Very good, minimum problems with agreements, tenses, number, word order or function, articles, pronouns, and preposition ineffective role in shaping are among the categories of language use. There are different flaws in prepositions, pronouns, articles, word order or function, number, tenses, and agreement in good, effective, but basic constructions. Average, but now with significant issues with simple constructions, errors, and grammar. Poor category performance, with nearly full ignorance of sentence construction rules.

Table 6. Score of Mechanics of the students'

No.	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	3	16.7%
2.	Good	84-92	12	66.7%
3.	Average	75-83	3	16.7%
4.	Poor	<75	0	0
	Total		18	100

Table 6 shows student mechanics. In the test there were 3 (16.7%) students who scored very good, 12 (66.7%) got good scores, and 3 (16.7%) got average scores, and no student got poor scores.

From the five aspects of writing above, it can be concluded that the results of students' ability in writing expository texts, almost all students master the content and organization aspects, because seen from the average percent results obtained, students are also able to make writings that use language in English. body paragraphs(cause) and body paragraphs(effect) are very complete and the ideas of paragraphs are related to each other.

5. Conclusion

Based on the findings and discussion in the previous chapters, it is possible to conclude that: Students in the Business English Communication study program, faculty of language and literature, are able to write expository text in the form of essays that focus on cause and effect while taking five aspects of writing into account, namely content, organization, vocabulary, language use, and mechanics. According the study, more students will be able to master the content and arrangement components of expository text than other types of writing. Students who complete the content of the themes they create in body paragraphs through using cause and effect. The word "content" refers to the substance of the writing, specifically the experience of the primary idea's coherence.

Acknowledgements

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