

A MASTERY STUDY OF THE EXPOSITORY WRITING OF THE THIRD YEAR STUDENTS OF SMP NEGERI NAIOLA

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Abstract

This study analyzed the mastery level of students in the third year students of SMP Negeri Naiola. The aim of the study is to find out the mastery level of students about Expository Writing. The method used descriptive qualitative method. Therefore, this research used writing test. After collecting the data, the writer analyzed them based on the three generic structure of Expository Writing text namely: Thesis, Argument, and Recommendation/Reiteration. The result of data analysis shows that the students have mastered expository text. It is based on the data that their average score is 83 and categorized as Excellent. This means that the students have ability in Expository Writing. However, the students still found difficulties in in mastering argument of the components of personal expository text. The data shows that their total number of wrong answers is 48. To overcome the students' difficulties in expository writing, English teacher have to guide and motivate the students to master expository writing based on the generic structure of the text.

Keywords: *Mastery, Study, Expository*

INTRODUCTION

Writing is one skill language for teaching students. Ariyanti, A. (2016) stated that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete. According to Gracia, M. (2008) writing is a mental work of inventing ideas, thinking about how to express them in to statements and paragraph that will be cleared to the reader. Writing is a highly complex form of communication and means of self expression. This means that writing language integrates abilities and is a major means of communication. Brown (2001) also claimed that writing is a thinking process. Furthermore, he stated that writing can be planned and given with an unlimited numbers of revisions before it releases. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Expository writing is to explore complex subjects, attitudes, opinion, values or philosophical concepts. In general, however, expository writing which is done mainly for the

purpose of explaining. Based on the definition above, writing skill can be obtained productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on the definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

The first previous study is about Developing Communication Skills through Expository writing for teacher Educators by J. Augustus Richard in Online Journal (2016). According to Richard, writing skills are important part of communication. Good writing skills allow one to communicate their message with clarity and ease. Writing skills are an essential component of literacy. Students need to be proficient writer in order to participate in our literate society. Effective writing skills are needed in order for students to be academically successful. It is important for every teachers and students to develop writing skills apart from mastering their subject. Efective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application, and synthesis of new knowledge.

The next is about the Mathematical Writing Errors in Expository Writing of College Mathematics Students according to Ivey K. Guce in Online Journal (2017). Guce says that writing, as a form of language, plays an essential role in mathematics learning. Apart from understanding concepts and principles, students should be able to write mathematical solution clearly and logically. However, students in a mathematics class tend not to be mindful of how they would explain, in writing, their solution to a given problem as they think that the teacher focuses only on the correctness of their answer. They become to concerned with the computations, paying little or no attention to the clarity of their overall solution. It therefore becomes essential for them to realize the importance of writing skills in mathematics class as it is in their English or other subjects.

The third is about Improving Expository Writing Skills with Explicit and Strategy Instructional Methods in Inclusive Middle School Classrooms by David F. Cihak and Kristin Castle in Online Journal (2011). They say that, Explicit and strategy instructional method are two approaches for teaching writing expression skills to students with deficits in writing. Explicit instruction assists with student's cognitive processes. The use of strategy instruction is another approach to assist students with the cognitive process of writing.

From the three experts above they explain about the way to improve our knowledge by many techniques about expository writing and the important for the other subject in the classroom. Expository writing is defined as presenting reasons, explanations or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

This can be seen from the results of research that the students have mastered expository writing. While in this study with the title "A mastery Study of the Expository Writing of the Third Year Students of SMP Negeri Naiola", it is purposed to find out whether the students have mastered to write expository writing and on what level are the students in expository writing to the third year students of SMP Negeri Naiola.

METHOD

The method of this research is descriptive qualitative method. It is related to the descriptive data of this research that is, the students' answers or scores that describe their mastery level on expository writing. In this study, the writer involved the third years students of SMP Negeri Naiola. They number are 25 students. To obtaining the data, the writer used a written test. Through this test, the students answered the questions that given by the writer. After gathering the data, the writer analyzed the students' ability about expository writing through the following steps: code, score, and category. In code step, the students' writings were given codes to identify the organization and content. In score step, their writings were scored on the basis of the chart of mastery level provided. And for category step, after the scoring has done, the students' answers were categorized.

FINDING AND DISCUSSION

Based on the data analysis the writer classified the parts level of mastery in writing personal expository text there are thesis, argument, and reiteration. In this study, the writer involved the third years students of SMP Negeri Naiola. They number 25 students.

Table I
Students Answers on the Expository Text

No	Students' answers		Score	Mastery	Low mastery
	Right	Wrong			
1	23	5	82	<input type="checkbox"/>	
2	26	2	92	<input type="checkbox"/>	
3	26	2	92	<input type="checkbox"/>	
4	23	5	82	<input type="checkbox"/>	
5	24	4	85	<input type="checkbox"/>	
6	24	5	85	<input type="checkbox"/>	
7	18	10	64		<input type="checkbox"/>
8	24	4	85	<input type="checkbox"/>	
9	23	5	82	<input type="checkbox"/>	
10	24	4	85	<input type="checkbox"/>	
11	26	2	92	<input type="checkbox"/>	
12	25	3	89	<input type="checkbox"/>	
13	26	2	92	<input type="checkbox"/>	
14	23	5	82	<input type="checkbox"/>	
15	19	9	67		<input type="checkbox"/>
16	25	3	89	<input type="checkbox"/>	
17	25	3	89	<input type="checkbox"/>	
18	23	5	82	<input type="checkbox"/>	
19	21	7	75	<input type="checkbox"/>	
20	25	3	89	<input type="checkbox"/>	
21	23	5	82	<input type="checkbox"/>	
22	23	5	82	<input type="checkbox"/>	
23	21	7	75	<input type="checkbox"/>	
24	21	7	75	<input type="checkbox"/>	
25	25	3	89	<input type="checkbox"/>	

Total	586	115	2,084	23	2
Average score	83.71	16.43	83		

Table I shows that the students have mastered expository text. It was based on the data that their average score is 83. Based on the data above, the writer concluded that the third year students of SMP Negeri Naiola have mastered expository writing text. The same table also exposes the fact that they made 586 (or 83.71%) right answers and 115 (or 16.43%) wrong answers. Finally, it revealed that 23 of 25 students mastered the expository writing text while 2 students did not master.

Table II
Students Answers Based on the Components of
Generic Structure of Personal Expository Text

NO	Components of Personal Expository Text					
	Thesis		Argument		Reiteration	
	R	W	R	W	R	W
1	7	2	9	1	7	2
2	9	0	9	1	8	1
3	8	1	9	1	9	0
4	9	0	8	2	6	3
5	8	1	8	2	8	1
6	7	2	9	1	8	2
7	7	2	6	4	5	4
8	8	1	8	2	8	1
9	8	1	6	4	9	0
10	9	0	8	2	7	2
11	9	0	10	0	7	2
12	9	0	7	3	9	0
13	8	1	9	1	9	0
14	7	2	8	2	8	1
15	7	2	5	5	7	2
16	9	0	8	2	8	1
17	8	1	8	2	9	0
18	8	1	9	1	6	3

19	7	2	6	4	8	1
20	8	1	9	1	8	1
21	7	2	9	1	7	2
22	9	0	6	4	8	1
23	8	1	9	1	4	5
24	4	5	9	1	8	1
25	7	2	10	0	8	1
Total	195	30	202	48	189	37
Average	27.85	4.28	28.85	6.85	27	5.28

Table II showed that the students still found difficulties in mastering argument of the components of personal expository text. The data showed that their total number of wrong answers is 48 (or 6.85%). However, in argument, they also made the highest number of the right answers. The fact showed that they 202 (or 28.85) right answers. The table also informed that they made 195 (or 27.85%) right answers and 30 (or 4.28%) wrong answers on thesis, 189 (or 27%) right answers and 37 (or 5.28%) wrong answers on reorientation.

Table III

The students level of mastery

NO	Range of Score	Frequency	Level of Mastery
1.	80 – 100	20 (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20, 21, 22 and 25)	Excellent
2.	70 – 79	3 (19, 23, and 24)	Good
3.	60 – 69	2 (7 and 15)	Enough
4.	50 – 59	0	Average

Based on the Table III, 20 of 25 students were categorized excellent, 3 students were good, 2 students were enough, and no one was average and poor. It indicated that their level of mastery was excellent.

CONCLUSION

Based on the result of the data analysis the writer came to conclusion as follows: The third year students of SMPN Naiola have mastered on expository writing. It was indicated by their answer on the three components of expository writing. In the thesis, they were categorized as excellent with the score 194 while in argument, they got score 202 that categorized as good and in reiteration, they were categorized as enough with the score 192. The third year students of SMPN Naiola in the school year of 2019/2020 have mastered expository writing text, but argument part still became the difficult part for them. It was indicated in the table II that there were 48 wrong answers in that part. The students' mastery level of Expository writing text could be categorized in excellent level. That was based on the data got which 20 students categorized in excellent, 3 students were categorized good, and 2 students were categorized as enough. Based on the findings the writer would like to give some suggestion that might be useful for the English teacher and the students. The first, the students have to study hard in English, especially to practice expository writing text because it is a kind of text that very important to study. The students must try to understand the general structure of expository writing text, so they didn't confuse to make own answer. The second, English teachers should provide, guide cooperate, and help the students with more exercise about the text. And the last, it was expected to the others researcher who are willing to continue a research dealing with Expository Writing Text form should formulate new method and ways so it could be developed more advance results.

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