

## **INCREASING STUDENTS' WRITING SKILL THROUGH EXPOSITORY STRUCTURED TEXT /PARAGRAPH**

**Nelia Fariani Siregar**

Universitas Swadaya Sunan Gunung Jati

Email: Nelia\_fariani@yahoo.com

### **Abstrak**

*The purpose of this research were: 1) to encourage students confidently express their ideas in writing process.2) to measure students' improvement especially in writing skill. Descriptive qualitative method was implemented in this research since writing is considered as the most difficult skill among four language skill ( listening, speaking, reading, writing) so it will take longer time to be analyzed. The method of the research used by giving samples in random for 30 students out of 120 students of Faculty of Economics in University of Unswagati Cirebon. The data collected by distributing expository writing exercise and analyzing the result.*

**Kata Kunci** : *students' writing skill, expository structured text/paragrapgh*

### **Introduction**

The product of learning a language is to be able to listen, to speak, to read, and to write. Those four language skills are to convey messages in communicating. Listening and reading are receptive skill. Meanwhile speaking and writing are productive skill. It is widely well-known that receptive is considered easier than productive because in receptive skill we only need to concentrate to accept any information conveyed. In contrast, in productive skill, we need to encode message we have to others and to make them understand it. In order to get our message comprehended by others we need to have good writing skill because it is essential for effective communication. The more students practice writing, the better writing skill they will have.

According to writer experience in teaching writing, most students say they are afraid of making mistakes in grammatical rules, limited or lack of vocabulary, a lot of ideas in their mind but it is hard to put them in written as well as stuck in developing ideas in writing. Starting from that point of view, writer is interested to solve students problem by finding out ways to help them get rid of those writing difficulties.

As we have known, there are four types of paragraph in writing: descriptive, narrative, expository, and persuasive.

**Descriptive paragraph:** This type of paragraph illustrates definition or description of something or someone is like. So, a descriptive paragraph delivers the reader with a detailed picture of the topic of the paragraph whether it is a person, a place or an object.

**Narrative paragraph:** This type of paragraph tells a story for the reader. It is often used to give description what a person does in a certain period of time. Something happens first, second, third, etc. It is considered as the easiest type of paragraph because it deals with fiction or someone's personal experience.

**Expository paragraph:** This type of paragraph explains something or provides instruction or giving information. It can also explain a process and take the reader step by step through a method. The writer focuses on presenting factual information and being objective. Expository paragraphs are usually found in school books or instruction on something you buy.

**Persuasive paragraph:** This type of paragraph tries to get reader agree or accept a certain perspective or understand writer's opinion. It usually provides reader with arguments.

Among those four paragraphs in writing, writer is interested to take expository paragraph writing due to her curiosity in challenging her students to be more creative and critical in writing process especially for students in university.

### **Research Methodology**

In conducting the research, the researcher wanted to describe a long process of students increasing writing skill which leading to a detail understanding of students comprehension and needs to improve their writing skill. Therefore, the researcher decided to use qualitative method as it defined by Creswell (1994) as:

**Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic pictures, analyzes words, report detailed views of informants, and conduct the study in natural setting.**

This research was conducted in Unswagati ( Gunung Djati University ), the developed university in Cirebon focused on students' comprehension skill in English Economics terms that is found in their Subject of Economics ( Accountancy and Management ).

### **Population and Sample**

The population of this research was Economics Students at Unswagati. The sample of the research was 30 students. The research was conducted from November 2017 to February 2018.

### **Data Collection**


The research data was taken from students exercise using expository structured text/paragraph that has been prepared for this research. The researcher prepared some examples take from internet and asked students to internalize ideas in the text. Next, the reasercher asked students to complete blank graphic organizer based on each expository text structures based on what they have read from the examples. The next step was students were asked to improve their ideas into paragraph on each expected expository text structures with the help of graphic organizer they have worked on.

### **Result And Discussion**


Referring to five expository text structures, the writer implemented those five as instruments in conducting the research. This five kind of text structures were given to her students as writing exercises in class. Here are the results:


1. Description text structure

Increasing Students' Writing Skill Through Expository Structured Text /Paragraph

Character **Descriptive Map** 

Name \_\_\_\_\_ Date \_\_\_\_\_

**YOUR PLAN**  **Describe a topic. Tell what something is and does.**

 **Koala** Audience \_\_\_\_\_

Category: **Physical Appearance**

- mammal-pouch
- thick, wooly fur
- rounded ears/black nose
- razor-like claws/two sharp teeth
- lots of fur on rump / no tail

Category: \_\_\_\_\_ Category: \_\_\_\_\_

Category: \_\_\_\_\_ Category: \_\_\_\_\_

Category: \_\_\_\_\_ Category: \_\_\_\_\_

Category: \_\_\_\_\_ Category: \_\_\_\_\_

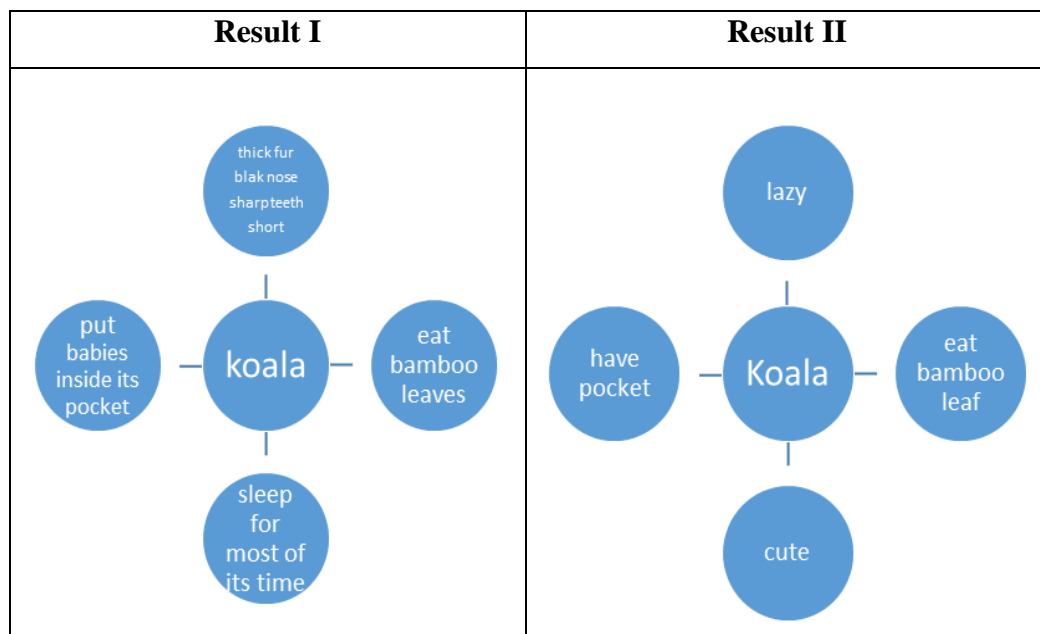
Topic Sentence: \_\_\_\_\_

Reference: \_\_\_\_\_

**Key Words:**  
in addition to,  
besides, for example,  
such as, for instance,  
also, and, it means,  
specifically, who

Note: A descriptive expository example taken from <https://mindwingconcepts.com/blogs/news/46666305-writing-expository-informational-descriptive-map-to-paragraph>

Students answers:



From the researcher observation in the class, around 70% of the students have result as it is shown in students writing result I, and the rest around 30% students still need some improvement as it is shown in students writing result II . And when they comes in the writing process, they do not have any difficulties in developing their ideas. The researcher expected final result is accomplished since more than half of the students get ideas as the researcher expected.

2. Sequence / Chronological

### Example of Chronological

- It seemed like an ordinary day when she got up that morning, but Lynda was about to embark on the worst day of her life. First, she fell in the bathtub because her mother forgot to rinse out the bath oil. Then she spilled orange juice on the outfit she had spent hours putting together for school pictures. When she changed, she messed up the French braid her mother had put in her hair. As she walked out the door, she dropped all of her school books and her math homework flew away. Once she made it to the car she thought everything would be all right. She was wrong; her father didn't look before he backed out of the driveway and ran into the neighbor's truck. Lynda's side of the car was damaged the most, and she ended up with a broken arm. That night, she cried herself to sleep.

*Note: A sequence/chronological expository example taken from [https://www.google.co.id/search?biw=1366&bih=667&tbm=isch&sa=1&ei=RMOWWrM5jNaKK6t5gD&q=chronological+order+expository+writing+example&oq=chronological+order+expository+writing+example&gs\\_l=psyb.3...390.6515.0.7211.8.8.0.0.0.570.1791.3-2j1j1.4.0....0...1c.1.64.psyab..4.0.0....0.9uTm-LdNF\\_I#imgsrc=RZTY4ORLQdE57M](https://www.google.co.id/search?biw=1366&bih=667&tbm=isch&sa=1&ei=RMOWWrM5jNaKK6t5gD&q=chronological+order+expository+writing+example&oq=chronological+order+expository+writing+example&gs_l=psyb.3...390.6515.0.7211.8.8.0.0.0.570.1791.3-2j1j1.4.0....0...1c.1.64.psyab..4.0.0....0.9uTm-LdNF_I#imgsrc=RZTY4ORLQdE57M)*

Students answers:

Result I	Result II
1. Felt in the bathtub	1. Got up
2. Spilled orange juice	2. Fell
3. Messed up the French braid	3. Spent hours
4. Dropped her books	4. Didn't look
5. Father's car hit a truck	
6. Broke her arm	

Result I	Result II
7. Cried	

From the researcher observation in the class, around 65% of the students have result as it is shown in students writing result I, and the rest around 35% students still need some improvement as it is shown in students writing result II. And when they comes in the writing process, they do not have any difficulties in developing their ideas. The researcher expected final result is accomplished since more than half of the students get ideas as the researcher expected.

3. Comparison/contrast

### Expository Text – Comparison/Contrast

- The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too.

*Note: A comparison/contrast expository example taken from <http://slideplayer.com/slide/6049051/>*

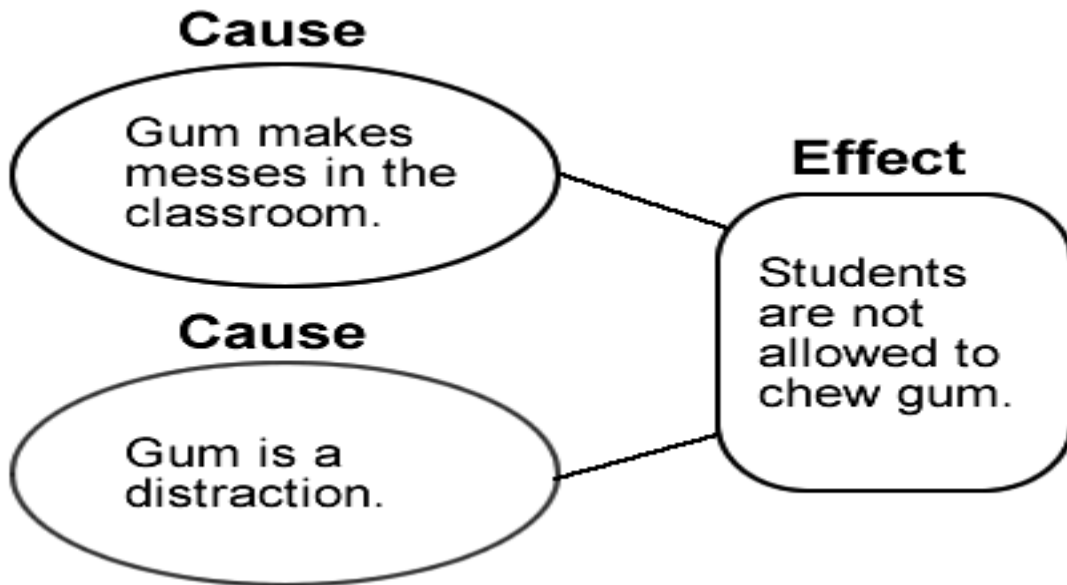
Students answer:

Result I		Result II	
Modern olympics	Ancient olympics	Modern olympics	Ancient olympics
Swimming races	Chariot races	Swimming	Chariot
Cheating is a disgrace	No female contestant Many cheating	Cheating	Cheating nationalism

From the researcher observation in the class, around 75% of the students have result as it is shown in students writing result I, and the rest around 25% students still

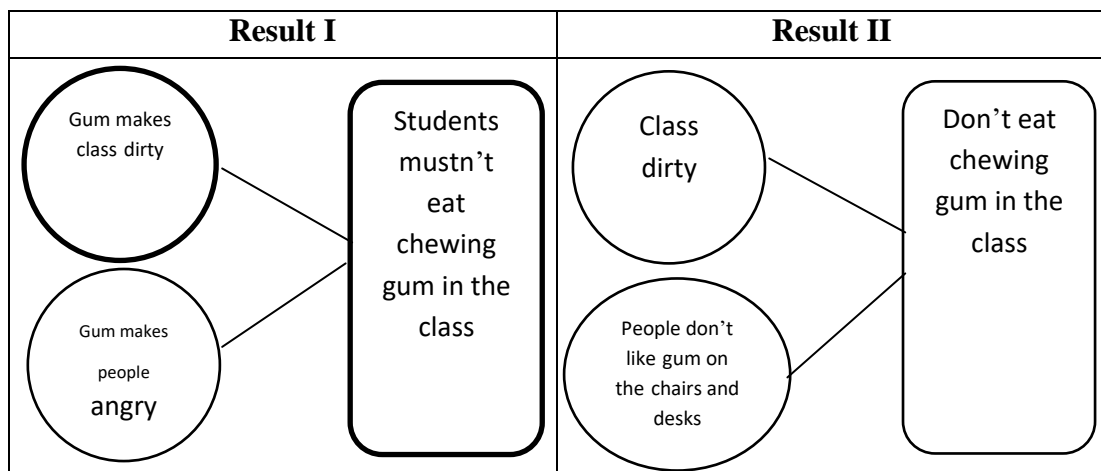
need some improvement as it is shown in students writing result II. And when they comes in the writing process, they do not have any difficulties in developing their ideas. The researcher expected final result is accomplished since more than half of the students get ideas as the researcher expected.

4. Cause and effect



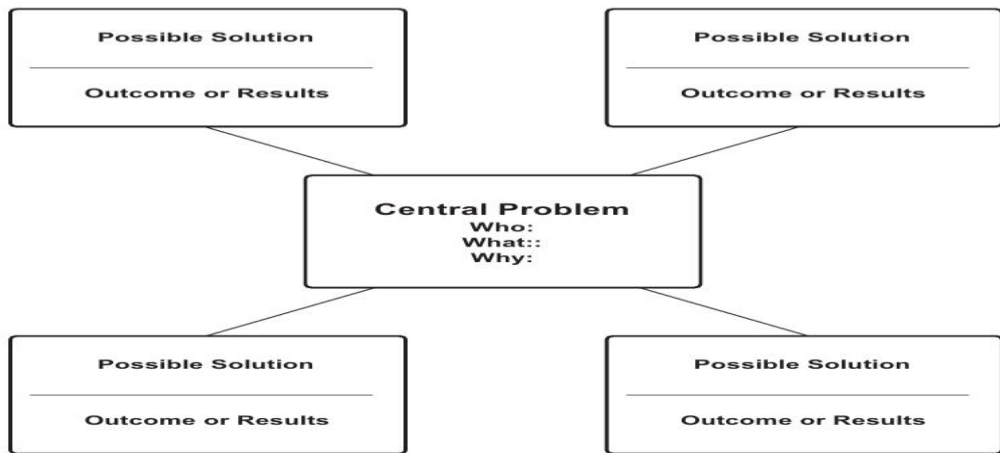
*Note: A cause and effect expository example taken from <https://www.ereadingworksheets.com/text-structure/patterns-of-organization/cause-and-effect/>*

Students answer:



From the researcher observation in the class, around 90% of the students have result as it is shown in students writing result I, and the rest around 10% students still need some improvement as it is shown in students writing result II. And when they comes in the writing process, they do not have any difficulties in developing their ideas. The researcher expected final result is accomplished since almost the whole students in the class get ideas as the researcher expected.

5. Problem and solution

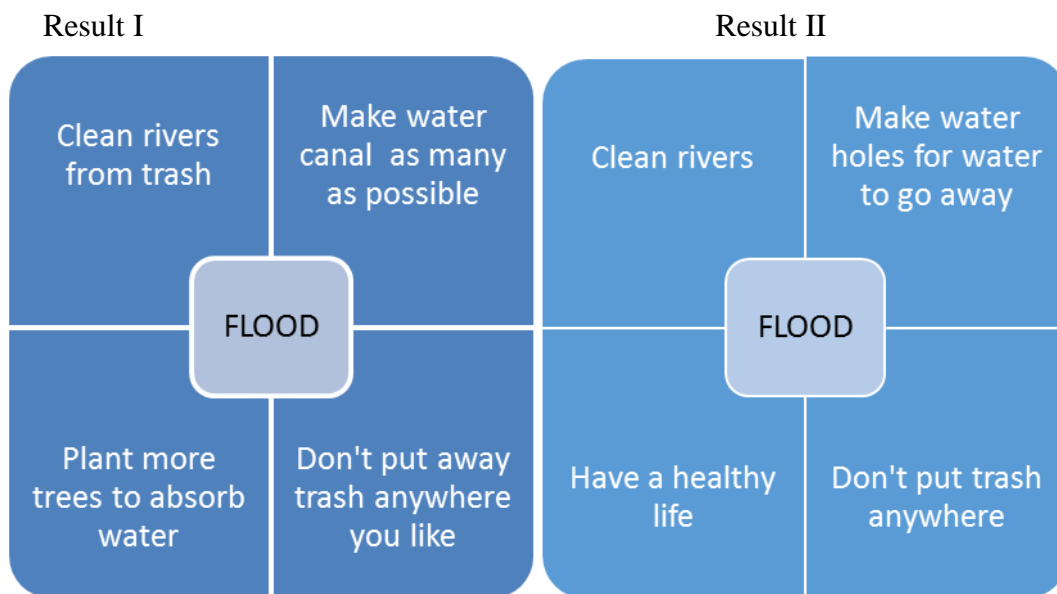


*Note: A problem and solution expository example taken from*

<http://worldgolfvillageblog.com/wp-content/uploads/2016/uploads.php?q=time-order-expository-essay>

For this type of expository paragraph/text, the researcher distributed a graphic organizer as shown above to the class and give them a central problem that is familiar with them; FLOOD and let students to work on the topic within certain limit of time. Here are the result:





From the researcher observation in the class, around 95% of the students have result as it is shown in students writing result I, and the rest around 5% students still need some improvement as it is shown in students writing result II. And when they comes in the writing process, they do not have any difficulties in developing their ideas. The researcher expected final result is accomplished since almost the whole students in the class get ideas as the researcher expected,

## CONCLUSION

The researcher concluded that by giving students graph organizer, students can brainstorm ideas to help them in the writing process as it is explained in the result and discussion section. The researcher could feel students' independent way of thinking by looking at graph organizer they have made. Hopefully, the researcher can broaden others mind to conduct more research more on writing.

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