

## Students' Understanding of Generic Structure of the Text and the Quality of Writing: A Correlational Study

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### ABSTRACT

Indriyani et al. (2013) stated that many students had difficulty in understanding the generic structure of analytical exposition text. Therefore, the present study tried to investigate the correlation between students understanding in writing generic structure of analytical exposition and the quality of students' writing in second grade of senior high school. Grounded in explanatory correlational research design by Creswell (2011), this study conducted over two weeks in one of senior high school in Indramayu. Close-ended questionnaire and writing test were instruments to collect the data and it was analyzed by using SPSS 22. The statistical calculation from students understanding in writing generic structure of the text and writing test indicated that the value of  $t_{count}$  was 3.23 and the value of  $t_{table}$  was 0.361. It can be concluded that the hypothesis was accepted because  $t_{count} 3.23 > t_{table} 0.361$ . The finding revealed that there was middle correlation or middle prediction in students understanding of generic structure of analytical exposition and students writing quality with the score 0,52.

**Keywords:** An analytical exposition, correlational study, understanding of generic structure, quality of writing

### INTRODUCTION

Heasley and Lyons (2006) showed that "writing is important not only as a skill for future success, but also as a measure of student learning as a requirement for school advancement". Unfortunately, numerous studies showed that many students had difficulties in writing. Irwan et al. (2018) informed that "writing is not an easy task for EFL students. They feel harder to write their ideas in English because English is a foreign language; they do not use English as a second language". Writing is hard for EFL students because they still have the difficulties in writing. Lack of vocabulary also becomes one of the problems that makes the students feel hard in writing process. Besides, Mahmudah et al. (2017) showed that "analytical is one of difficult genres because students are not required to have a good writing skills, but also it needed their critical thinking". In addition, Indriyani et al. (2013) indicated that "many students had confused in comprehending the generic structure of analytical exposition text". It is proved that when the teacher gave exercises to the students, they were still confused in

comprehending thesis, argument, and reiteration. In this case, the students need to understand about writing generic structure of analytical exposition. Awan et al. (2011) showed that “understanding is all about making mental connections between facts, concepts, ideas and procedures”. Analytical exposition text has function to reach communicative purpose that describes the argument to argue that something in the case.

Regarding the problems above, this study focuses on finding the correlation between understanding in writing generic structure of analytical exposition and the quality of students writing in second grade of senior high school.

## **LITERATURE REVIEW**

Writing is a composing process in which ideas is developed connectedly into written form. Sometimes the process of writing can easily run, but sometimes it cannot. The writers reread or rewrite what they have written before ideas all transmitted in text. According to Harmer (1997: 79-80), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.

There are some kinds of texts that should be comprehended by the students in senior high school. This study uses analytical exposition text as the main focus of the text. According to Anderson and Anderson (1997: 2-3), “An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case”. From that theory it can be said that analytical exposition text has function to influence readers’ thinking. It also collaborates that writer’s idea about the phenomenon surrounding.

In addition, Anderson and Anderson (1997:124) stated that analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow:

### **1. Constructing an analytical exposition**

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author’s point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author’s point of view.

## 2. Generic structure of analytical exposition

Generic structure refers to how a text is organized to help the readers follow and understand the information. The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

## 3. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that show the author's attitude, or we usually call it as modality. The second one is the use of words to express feeling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

According to Priyana et al. (2008: 58), the common grammatical patterns in analytical exposition text include:

- a) General nouns, e.g. *ears, zoos*;
- b) Abstract nouns, e.g. *policy, government*;
- c) Technical words, e.g. *species of animals*;
- d) Relating verbs, e.g. *it is important*;
- e) Action verbs, e.g. *we must save*;
- f) Thinking verbs, e.g. *many people believe*;
- g) Modal verbs, e.g. *we must preserve*;
- h) Modal adverbs, e.g. *certainly we must try*;
- i) Connectives, e.g. *firstly, secondly*;
- j) Evaluate language, e.g. *important, significant, and valuable*.

## RESEARCH METHOD

This research used correlational method explanatory design. According to Creswell (2011) "an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other". This research was conducted in XI MIPA 2

SMAN 1 Sliyeg. Thirty (30) students were given cloze ended questionnaire and writing test. The questionnaire was used to measure the students understanding in writing generic structure of analytical exposition. It consisted of eight questions that provided five options in ranging it, there are; Strongly Agree (SA) with 5 point, Agree (A) with 4 point, Undecided (U) with 3 point, Disagree with 2 point, and the last Strongly Disagree (SD) with 1 point and it was analyzed using Likert scale.

Meanwhile, the writing test was used to know the students quality of writing test. The researcher provided three topics of analytical exposition. The students were asked to write analytical exposition about the topic that they chose. They should write a text of at least three paragraphs and they also should write the paragraphs based on the generic structure of analytical exposition.

To assess the students' writing text viewed from generic structure, the writer adopted expository writing rubric by Rosenwasser (1997).

**Table 1**  
**Writing Score**

<b>Thesis</b>	
Score	Criteria
Excellent 80-100	<ul style="list-style-type: none"> <li>• The main idea in thesis statement is stated very clearly that based on the topic</li> <li>• Stating the writer's position about topic of the text</li> <li>• Topic is specific</li> </ul>
Good 60-79	<ul style="list-style-type: none"> <li>• Thesis has thesis statement that related to the topic</li> <li>• Stating the writer's position about the topic</li> <li>• Having wide topic and opinion</li> </ul>
Fair 50-59	<ul style="list-style-type: none"> <li>• Thesis has thesis statement but not mention clearly</li> <li>• Indicate writer's position</li> <li>• Having wide topic and opinion</li> </ul>
Poor 0-49	<ul style="list-style-type: none"> <li>• Thesis statement is not clear or thesis statement not related to the topic</li> <li>• Didn't mention topic and opinion</li> </ul>
<b>Argument</b>	
Score	Criteria
Excellent 80-100	<ul style="list-style-type: none"> <li>• Have one topic sentence that related to the thesis</li> <li>• Have supporting detail that is related to the topic sentence</li> <li>• Develop and support each point a rgument</li> </ul>
Good 60-79	<ul style="list-style-type: none"> <li>• Have one topic sentence that related to the thesis</li> <li>• Have supporting detail that related to the topic sentence</li> <li>• Develop each point argument</li> </ul>
Fair	<ul style="list-style-type: none"> <li>• Have one topic sentence</li> </ul>

50-59	<ul style="list-style-type: none"> <li>• Have supporting detail that related to the topic sentence</li> <li>• The argument does not have enough supporting point</li> </ul>
Poor 0-49	<ul style="list-style-type: none"> <li>• Have one topic sentence but it is not related to the thesis statement</li> <li>• Have supporting detail but not related to the topic sentence</li> <li>• Argument does not have supporting point</li> </ul>
<b>Reiteration</b>	
<b>Score</b>	<b>Criteria</b>
Excellent 80-100	<ul style="list-style-type: none"> <li>• Restated the thesis or writer's position with different way from the thesis statement</li> <li>• Having good conclusion that mentions briefly that related to the topic</li> <li>• Reiteration does not have any new additional material about the topic</li> </ul>
Good 60-79	<ul style="list-style-type: none"> <li>• Restated the thesis or writer's position with different way from the thesis statement</li> <li>• Have conclusion that related to the topic</li> <li>• Reiteration does not have any new additional material about the topic</li> </ul>
Fair 50-59	<ul style="list-style-type: none"> <li>• Restated the thesis or writer's position that similar</li> <li>• Have good conclusion that related to the topic</li> <li>• Reiteration does not have any new additional material</li> </ul>
Poor 0-49	<ul style="list-style-type: none"> <li>• Restated the thesis and writer's position but not related to the topic</li> <li>• Reiteration have unclear conclusion</li> <li>• Mention or add any new material in reiteration.</li> </ul>

The total score of students writing viewed from the generic structure that analyze from thesis, argument and reiteration obtained by the following formula:

$$GS.q = \frac{Tq+Aq+Rq}{3}$$

GS.q = Total score of generic structure quality

Tq = Quality score in thesis

Aq = Quality score in argument

Rq = Quality score in reiteration

Finally, the data converted to the following table.

**Table 2**  
**Students Quality Classification**

Score	Rating Quality
80-100	Excellent
60-79	Good

50-59	Fair
0-49	Poor

Table 2 described that if the students score between 80-100 the level quality were excellent. The students who got score 60-79 were good. The students who got 50-59 were fair and the students who got 0-49 were poor. The criteria to interpret the strength of association according to Cohen and Manion (1994) in Creswell (2008: 347) as below:

**Table 3.**  
**Criteria of the Strength of Association**

<b>The Strength</b>	<b>Interpretation</b>
0,20 – 0,35	Slight Relationship
0,35 – 0,65	Limited Prediction
0,66 – above	Good Prediction

## **FINDING AND DISCUSSION**

### **1. Students understanding of generic structure from questionnaire**

**Table 4**  
**Classification of students choice alternative options of understanding in writing generic structure of analytical text**

<b>No.</b>	<b>Alternative Options</b>	<b>Frequency</b>	<b>Precentages</b>
<b>1</b>	Strongly Agree	73	30,41%
<b>2</b>	Agree	82	34,16%
<b>3</b>	Undecided	76	31,66%
<b>4</b>	Disagree	8	3,33%
<b>5</b>	Strongly Disagree	1	0,41%
<b>Total</b>		<b>240</b>	<b>100%</b>

The table 3 indicated that students who chose strongly agree was 73 or 30,41%. Then, students who chose agree was 82 or 34,16%. 76 or 31,66% for students who chose undecided. And, 8 or 3,33% for students who chose disagree. The last students choice alternative options was 1 or 0,41% for students who chose strongly disagree.

### **2. Students' quality of writing from writing test**

**Table 5**  
**The distribution of writing test**

<b>Score</b>	<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
80 – 100	Excellent	6	20%
60 – 79	Good	12	40%

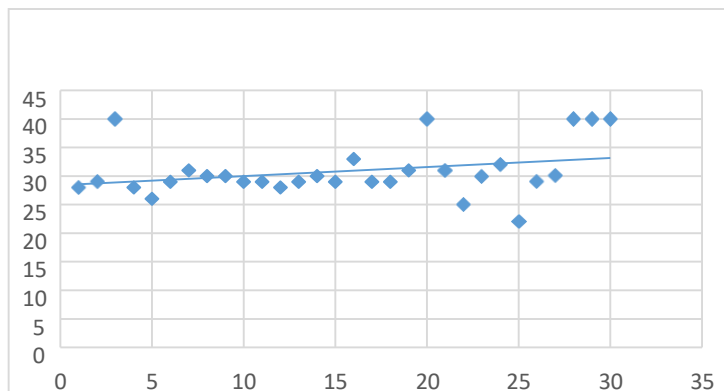
50 – 59	Fair	7	23.3%
0– 49	Poor	5	16.6%
Total		30	100%

From the data above, it showed that there were 6 or 20% for the students who got excellent score. It mean that there were students who passed the test excellently. The total of good score was 12 or 40%. It means that there were students who got standardized score from their test. 7 or 23.3% is for the students who got fair score. And the last, 5 or 16,6% for the students who got poor score. It means that there were the students who suggest to retake or considered failed the test.

### 3. Correlation Analysis

The students’ score form questionnaire and writing test are displayed by Creswell’s Scatterplot as below:

**Figure 1**  
**Scatterplot data**



Based on the Scatterplot above, it showed that the spread of data little bit increase. Where the students understanding of generic structure and the quality of writing score little bit increase. It indicates a positive association. The calculation of coefficient correlation is found:

$$\begin{aligned}
 N &= 30 & \sum X^2 &= 29202 \\
 \sum X &= 926 & \sum Y^2 &= 133955 \\
 \sum Y &= 1896 & \sum XY &= 59904
 \end{aligned}$$

Calculation:

$$\frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

$$\frac{(30 \times 59904) - (926)(1896)}{\sqrt{30 \times 29202 - (926)^2} \sqrt{30 \times 133955 - (1896)^2}}$$

$$\frac{1797120 - 1755696}{\sqrt{876060 - 857476} \sqrt{4018650 - 3594816}}$$

$$\frac{41424}{\sqrt{18584} \sqrt{423834}}$$

$$\frac{41424}{7876531056}$$

$r = 0,52$

The Pearson correlation above explained that from the 30 students, the correlation between two variables  $r_{xy}$  0.52 was found, which means there was a correlation, but the correlation was medium between students understanding of generic structure and students writing quality.

Based on the data which have been taken from the result of analysis data, it can be concluded that: there is frequency of students understanding in writing generic structure of analytical exposition of students XI MIPA 2. From the 8 items of questionnaire given to 30 students of the class, totally of their choice were 73 or 30,42% strongly agree, 82 or 34,16% agree, 76 or 31,66% undecided, 8 or 3,33% disagree and just 1 or 0,41% for strongly disagree. It showed that the frequency was high and most of students agree and undecided for their understanding in writing generic structure of analytical exposition.

After getting the mean score, it was found out that the statistical calculation from students understanding in writing generic structure of the text and writing test indicated that the value of  $t_{\text{count}}$  was 3.23 and the value of  $t_{\text{table}}$  was 0.361. It can be concluded that the hypothesis was accepted because  $t_{\text{count}} 3.23 > t_{\text{table}} 0.361$ . It means that there was medium correlation or limited prediction between students understanding in writing generic structure and its impact to the quality of writing as the correlation score showed 0,52.

## **CONCLUSION**

This study was conducted to find out the correlation between students' understanding in writing generic structure of analytical exposition and the writing quality of the second grade students of senior high school. Based on the results of the analysis, middle correlation or limited prediction was found. It means that the teacher should explain in detail about generic



structure of the text not only analytical exposition text but also other text types, in the hope that the students will get better in their writing.

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