



AN ANALYSIS OF GENERIC STRUCTURE IN STUDENTS' EXPLANATION WRITING ABILITY

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Abstract: Regularly, students faced problem to follow the procedures of writing explanation text in the concept of generic structure. This research was aimed to describe the generic structure of explanation text written by the eleventh grade students and factors affecting it by taking the descriptive qualitative as the research method. The informant of the research was class XI-OTKP students of SMK Negeri 1 Gunungsitoli Barat which consisted of 25 students. The data were collected through students' worksheets which analyzed through Seven-Point, Two-Trait Rubric for Explanatory Genre and interview that was analyzed through reading/memoing, describing what is going on in the setting, and classifying research data. The result showed that the generic structure of explanation text written by the eleventh grade students was incompletely fulfilled. After conducting the analysis of students' answer in interview sheets, the result showed that most of the students were affected by less-knowledge about the generic structure of explanation text, the understanding of the topic of explanation, the learning motivation and the acquisition of English which affected their writing.

Keywords: Students' Writing, Explanation Text, Descriptive Research

1 INTRODUCTION

Writing is one of the language skills in communication to be learnt by students in English. Meyers in Syahputri (2018:14) states that writing is an action. Through writing, students can express the idea and feeling in a written language and in graphic symbols which is contain a meaning or significance. Meanwhile, Byrnie in Jayanti (2019:72) states that writing involves the encoding of the message of some kinds, that is, we translate our thought into language. Therefore, writing activity gives chance to convey something freely based on the personal point of view, and the meaning should be truly acceptable by the readers.

There are some types of writing text learning in high school; one of them is

writing explanation text that should be done by the eleventh grade student. Campbell, et al in Meladina (2019:9) state that explanation text is one of academic genres and important for students to learn. Moreover, Amarin in Hasibuan (2020:37) states that explanation text is text to explain the processes involved in the formations or workings of natural or sociocultural phenomena Therefore, the explanation text is a text presenting an explanation about the process and the reason about the things happened.

In Syllabus of 2013 curriculum of vocational high school particularly for the eleventh grade of SMK Negeri 1 Gunungsitoli Barat, writing is included as one of the skills that should be taught to the students. Core competence expects the

students are capable of understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related causes phenomenon and events, and applying the procedural knowledge to specific area of study in accordance with their talents and interests to solve the problem. Besides, basic competence states that one of the expectation in English teaching is the students should be able to apply the text structure in explanation text in accordance with the context of its use. Therefore, the students should be reached the competence that is provided in the syllabus.

However, based on the observation and interview that had been done by the researcher in SMK Negeri 1 Gunungsitoli Barat, the researcher found that the students faced a problem in the process of writing explanation text. It was difficult for students to follow the procedure of writing explanation text in the concept of generic structure. There were three points of generic structure of explanation text, they were statement, sequence of events and conclusion.

Based on the fact displayed above, the researcher was inspired to conduct a descriptive qualitative research of the eleventh grade students in SMK Negeri 1 Gunungsitoli Barat as it naturally happened without doing control over variables. The purposes of the research were to describe the generic structure of explanation text written by the eleventh grade students, to describe the students' ability in writing explanation text and to describe the factors affecting the students ability in writing explanation text based on the generic structure. Nasaji (2015:129) states that the goal of descriptive research is to describe a phenomenon and its characteristics. Descriptive research data provides relevant information, instead presenting a range of

facts only tangentially related to the topic at hand. Moreover, Palmer and Bolderstone (2006:16) state that qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject's perspective. Thus, the descriptive qualitative research is a research tends to describe a phenomenon of human experiences in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

From the elaboration of the background of the research, the researcher identified the focuses of the research as follows.

1. Analyzing the generic structure on students' explanation writing at the eleventh grade of SMK Negeri 1 Gunungsitoli Barat in 2020/2021.
2. Analyzing the factors affecting the students' ability in writing explanation text based on the generic structure at the eleventh grade of SMK Negeri 1 Gunungsitoli Barat in 2020/2021.

Review of Related Literature

a. Writing

1) The Definition of Writing

In communicating, it needs a media that can be an intermediary to convey our thoughts and feelings. Communication can be done through verbally and nonverbally. It is supported by Anwar, et al (2015:145), "writing is a written tool used by people for communicating their thought and ideas which can help people obtain the information they get from their experience." Through writing, there is mutualism relationship between someone sharing and also getting knowledge.

Communicating through written media is something that can not be separated from the daily life of today's society as well for the educational system. This is supported by the use of increasingly sophisticated technology by providing reply-to-message features. Hyland in

Mohammadi, et al (2012:88) states that writing has been identified as one of the essential process skills because our world has been driven by text and numerical data more than ever.

Delivering thought and feeling into writing must follow several criteria such as information to be conveyed, grammar, spelling and so on. A good writing will be well received if it is in accordance with organized writing rules. As Braine & Yorozu in Javed et al (2013:130) state that the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. It means that there is a sequence of process including in writing process by taking amount of time. Besides, the students need a lot of practice to master writing skill in order to produce a good text.

Based on the explanation above, it is concluded that writing is an activity to express thoughts and feelings in a text according to the writing procedure. Therefore, the students' ability in writing must be mastered in making the teaching learning process is going on.

2) The Writing Processes

Creating an academic writing or fictional writing, requires a set of process to match the expected results. This step is a guide for the writer in order that the writer can write and produce a good written form and it is easier for the reader to read it. The writing process can be categorized into several processes that are adopted from Alodwan and Ibnian (2014:155) as follows:

- a) Pre-Writing. The pre- writing stage, or the planning stage, aims at preparing students to write and generate ideas.
- b) Drafting. In this stage, students are supposed to write down their ideas on paper focusing on content not mechanics.
- c) Revising. Revising is viewed as looking at organization, main points, support for main ideas, examples, and connections between ideas.

- d) Editing. Once they have revised their writing, students move to the editing stage so as to come up with the final version. Editing could be viewed as the process of correcting spelling and grammar in a piece of writing.
- e) Publishing. This is the final stage of the writing process. In this stage the writings that were revised and edited carefully may be published.

3) Types of Writing

A type of writing is one form which is an essential component of our writing result. According to Huy (2015:54), there are some classifications of writing as follows.

- a) Exposition. Exposition is used for speech. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.
- b) Argumentation. Argumentation text refers to the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.
- c) Description. Description is the fiction writing mode for transmitting a mental image or the particulars of a story. Description text gives the expansion or more information of an object.
- d) Narration. Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration thus shapes history (the scene of events, the story of what happened).

Furthermore, Gerot and Wignel in Pestaria (2014:29) state that there are fourteen types of writing, as follows.

- a) Spoof
- b) Recount
- c) Report
- d) Analytical
- e) Exposition
- f) News Items
- g) Anecdote

- h) Narrative
- i) Procedure
- j) Description
- k) Hortatory Exposition
- l) Explanation
- n) Discussion
- o) Reviews

Based on the classification of writing above, it is concluded that writing has been decided based on the target and the purpose to use it. In the research, the researcher used explanation text as the material that was written by the students.

b. Explanation Text

1) The Definition of Explanation Text

Explanation text is a text which is given an information as explaining based on a logical sequence of facts that are stated. According to Law in Damayanti (2019:19), explanation are written to explain how something works or occurs. The process of the events is explained sequentially and with the time-related information. Meanwhile, Xueqian in Aprianti, et al (2018:16) states that an explanation text is aimed at explaining how and why something works in a particular way and why something happens.

2) The Generic Structure of Explanation Text

To make a well organized text, the writer must follow the generic structure of a kind of text. According to Gerot and Wignel in Hadiani et al (2019:200), the generic structure which requires explanation text to provide components such as general statement to inform about the things being explained and a sequenced explanation of why or how something occurs.

According to Derewianka in Meladina (2019:10), the explanation text can be constructed by three main parts: a) Statement : consist of the phenomenon which representing the purpose of the text; b) Sequence of events : these paragraphs include some events in chronological order; c) Conclusion

Furthermore, Blake Education (2006:50) states that the generic structure of explanation text as follows.

- a) Title
- b) General statement introduction or identifying the phenomenon
- c) Series of sequenced paragraphs
- d) Concluding paragraph
- e) Labelled diagram, illustration and flow chart (included in the explanation of sequence of events)

Based on the statement above, it is concluded that generic structure of explanation text consist of three main points, they are : statement, sequence of events and conclusion. Statement is to state classification of general aspect of thing that will be explained. Then, sequence of events is to develop a relationships as well as sequential ones in a detail part by using transitions and using the labeled diagram, illustrations and flow chart as well. Lastly, conclusion is to tie up the explanation.

c. Factors Affecting the Students' Ability in Writing Explanation Text

In writing process, the students possibly face a problem such as unable to write a text in well organization, generating ideas into a coherent text, lack of vocabulary and so on.

It is supported by Darn and Khan in Fareed, et al (2016:82), these issues generally arise from incompetence in syntax, coherence, idea expansion, content selection, topic sentence, rhetorical conventions, mechanics, organization, lack of vocabulary, inappropriate use of vocabulary.

According to Alfaki (2015:47), the factors that affect the students ability in writing, as follows. 1) The nature of writing process. 2) Lack of motivation. 3) Lack of practice.

Related to the generic structure, the students faced a problem in structuring the paragraph into well organized text, the difficulty of differentiating a topic and supporting ideas or generalizations and specific details, the acquisition of English as second or foreign language.

2. METHOD

In the research, the researcher conducted the descriptive qualitative method. Descriptive Analysis deals with describing phenomena that how we think something is. Qualitative method relies on text and image data. Baha (2016:4) says Descriptive Analysis describes what exists and tries to pave the ground for finding new facts. It includes gathering of data related to, products, people, individuals, events and situations and then organize, tabulates, depicts and describe the outcome.

Moreover, Nasaji (2015:129), states that in descriptive research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. In a qualitative research, the researcher tends to prior in accurate explanation to analyze and presents what have been found. In other words, qualitative is a research design where the researcher collects and presents the data with using description and accurate explanation. The procedures of descriptive qualitative are collecting data, arranging data and interpreting the data.

a. Procedures of Collecting the Data

In collecting the data, the researcher used test of explanation writing and interview. Creswell (2014:239) states, the data collection of qualitative research consists of some procedures as follows : identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

Regarding to the theory above, the researcher applied these procedures. The researcher identified the informant of the research namely Class XI-OTKP of SMK

Negeri 1 Gunungsitoli Barat, decided the number of participants that consists of 25 students, the types of data were test of explanation writing and transcripts of interview.

1. Test

Test is valuable measuring instruments to presents the achievement in educational activities. Cohen, et al (2007:418) says, the purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme.

Therefore, in collecting the students' explanation writing, the researcher prepared the table specification of the test and had it validated by the validators. Then, the researcher distributed the worksheets to the students and gave time to write an explanation text. After collecting students' explanation writing, the researcher analyzed it in order to formulate the questions at once used in interview depending on the students' writing.

2. Interview

After conducting the test, the researcher conducted interview to the students, also the teacher. According to Denzin and Lincoln in Abas (2018 : 12), "interviewing is a significant method for understanding a person's perspective of how he or she constructs meaning and is also a means for arriving at thick description."

There are some types of interview, such as single or multiple session interview, structured interview, unstructured interview, and semi-structured interview. In the research, the researcher used structured interview. Gay, et al (2012:387) says "in a formal structured interview, the researcher has a specified set of questions that elicits the same information from the respondents."

b. Technique of Analyzing the Data

The technique of data analysis used by the researcher in the research was descriptive analysis technique which functions were to describe and interpret the result of qualitative data. The data source was from the test and the transcripts of interview. To analyze the data, the researcher did it in two steps, as follows.

1) Analyzing the Qualitative Data

a) Analyzing the generic structure of explanation text

In analyzing the data obtained through the students' essay writing test of explanation text, the researcher used Explanation Writing Checklist according to Educational Performance Consultants (2016).

b) Analyzing the Interview Data

After the quantitative data was analyzed, the researcher continued to analyze the qualitative data sourced from the responses of students' interview and teacher's interview as well. Gay et al (2012:467) state that one way to proceed with analysis is to follow three iterative or repeating steps: reading/memoing, describing what is going on in the setting, and classifying research data.

In combining the data from both instruments of test and interview, for the first, the researcher explained the students explanation writing according to the right generic structure as the result from the test. Then the researcher explained the factors affecting the students' ability in writing explanation text. Thus, by comparing and integrating each other, the researcher drew the conclusion through interpretation.

2) Analyzing the Quantitative Data

The quantitative data must be analyzed to know the students' ability in writing explanation text. The data source was from the students' worksheet.

In the research, the researcher used Seven-Point, Two-Trait Rubric for Explanatory Genre by Georgia Department of Education (2018:78) to analyze the data related to student' essay writing test of explanation text.

3. FINDING AND DISCUSSION

a) The Description of the Generic Structure of Explanation Text Written by the Eleventh Grade Students

Based on the research findings, it seen that generally the students' explanation writing consist of general statement or introduction, sequence of events and conclusion. It is stated by Gerot and Wignel in Hadiani et al (2019:200), the generic structure which requires explanation text to provide components such as general statement to inform about the things being explained and a sequenced explanation of why or how something occurs. However, there were some part of the generic structure of explanation text missing by the students.

The elaboration of the students' writing based on the generic structure is as follows. There were 19 students marked as 'YES' in writing the introduction of explanation text. It showed that the students were able to introduce a topic in engaging way with a clear focus.

Furthermore, the result of the students' writing about the sequence of events were divided into two parts. It was organization and transition. In the concept of organization, 24 students were marked as 'YES' in their explanation writing. It showed that the students were able to explain the information. Moreover, all of 25 students were marked as 'NO' in writing the explanation text by using heading and

subheading and also in using illustrations, multi-media, diagrams, charts, bold words, or definition boxes. It showed that the students were not able to use heading and subheading and also in using illustrations, multi-media, diagrams, charts, bold words, or definition boxes. In the concept of transition, there were only 7 students who were marked as 'YES'. It showed that most of the students were not able in using transition words. However, the students were able to write sequence of events of the explanation text quite good.

Lastly, as the result of their writing about conclusion, there were 10 students who could marked as 'YES' in their explanation writing. It showed that most of the students were not able in making a conclusion.

Regarding to the elaboration of the generic structure of explanation text written by the eleventh grade students, Hadiani, et al (2019:199) state that utilizing the textual structure plays an important role in constructing an effective explanation text.

Based on the analysis above, it is concluded that most of the students could not fulfill the requirement of generic structure of explanation text in their writing. Besides, it is said that the generic structure of explanation text written by the eleventh grade students of SMK Negeri 1 Alasa Talumuzoi was incompletely fulfilled.

b) Factors Affecting the Students' Ability in Writing Explanation Text

Combining the result of students' and teacher's interview, it is concluded there were four main factors affecting the students ability in writing explanation text. The first was the students lack knowledge about the generic structure of explanation. It made the students struggle in creating a coherent text. It is supported by Quintero in Fareed (2016:83) states that they struggle with the structural components of English; because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process.

Furthermore, Saadiyah in Meladina (2019:16) states that if the students has lack knowledge about the components of writing, they may not express ideas and provide information well to the readers. It is said when students do not possess knowledge, they can not write well.

The second was the understanding of the topic of explanation. It is stated by Kharna in Alfaki (2015:46) that one of the students problem in writing related to the organization of the text is topic development of paragraph.

The third was the learning motivation. It is stated by Leki in Alfaki (2015:47) that the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in.

And the last was the acquisition of English as foreign language which is affected the way of students' writing. It is also stated by Clifford in Alfaki (2015:46) that learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others.

4. CONCLUSION

Dealing with the result of the research from the writing test and interview, it is concluded that most of the students of XI-OTKP of SMK Negeri 1 Gunungsitoli Barat could not fulfill the requirement needed in generic structure of explanation text namely general statement or introduction, sequence of events and conclusion. The research findings also indicated that the major factors that affecting the students' ability in writing explanation text were the students lack knowledge about the generic structure of explanation text, the understanding of the topic of explanation, the learning motivation and the acquisition of English as foreign language which affected the way of students writing.

Based on the result of the research, the research gives some suggestions to the English teacher and next researchers. For the English teacher, firstly, related to the students writing of explanation text based on the generic structure, the English teacher should engage the students in writing activity through more directly practicing activities. Secondly, related to the students ability, the teacher also should improve the teaching method and looking for the effective ones. In addition, the students have important roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing. Regarding to the students who write the generic structure of explanation text based on the expected result and achieve the good score, the researcher suggests the English teacher to encourage the students in maintaining their ability and involving the students in sharing knowledge with other weak students.

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