

A STUDY ON THE ABILITY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP-UR IN WRITING AN EXPOSITORY ESSAY

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Abstract: *As a productive skill, writing is considered a difficult subject for the students. It needs practicing to improve the ability. It is important for English learners of education faculty to acquire writing as a basic skill to face the global needs of communication in future life. Since expository is the common type of writing used in university, the students are expected to be able to write a good expository writing. This descriptive quantitative research is aimed at finding out the ability of the fourth semester students of English Study Program, FKIP-Universitas Riau in writing an expository essay. The samples of the research are 34 fourth semester students in academic year of 2017/2018 who are chosen by using cluster random sampling technique. The data are obtained from students' performance in expository writing. There are 5 topics provided with several types of essay development; descriptive, chronological order, cause & effect, comparison & contrast and persuasion in which the students have to choose one to hand in. The time allocation is 120 minutes for the entire test. The data are graded by four raters by using analytical scoring system that assesses some aspects of writing; grammar, vocabulary, mechanics, fluency and organization. The finding shows that the students have good ability level in writing an expository essay with the mean score of 67,90. Besides, it is found out that the students' ability in terms of organization is the highest among other aspects with the mean score of 72,50. The lowest score is in terms of mechanics with the mean score of 65,44. This study suggests that the students need to do more practice and be concerned more toward every aspect of writing, particularly in terms of mechanics and grammar.*

Keywords: *Study, Writing Ability, Expository Essay*

SEBUAH STUDI TENTANG KEMAMPUAN SISWA SEMESTER KEEMPAT PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU DALAM MENULIS ESSAY EKSPOSITORI

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Abstrak: Sebagai skill produktif, menulis dianggap sebagai subjek yang sulit bagi mahasiswa. Untuk meningkatkan kemampuan tersebut membutuhkan praktek. Sangatlah penting bagi mahasiswa bahasa Inggris pada Fakultas Pendidikan untuk menjadikan menulis sebagai skill dasar guna menghadapi kebutuhan global di masa mendatang. Selama ekspositori merupakan tipe teks yang umumnya digunakan pada level universitas, mahasiswa diharapkan untuk dapat menulis ekspositori dengan baik. Penelitian deskriptif kuantitatif ini bertujuan untuk mengetahui kemampuan mahasiswa semester ke-empat Program Studi Bahasa Inggris, FKIP Universitas Riau dalam menulis essay ekspositori. Sampel berjumlah 34 mahasiswa semester keempat tahun ajaran 2017/2018 yang terpilih dengan teknik sampel acak kelompok. Data dikumpulkan dari kemampuan mahasiswa dalam menulis essay ekspositori. Terdapat 5 topik essay dengan beberapa tipe pengembangan, yaitu deskriptif, urutan kronologis, sebab-akibat, perbandingan dan persuasi dimana siswa memilih satu topik untuk dikembangkan. Alokasi waktu dalam tes ini adalah 120 menit. Data diperiksa oleh empat penilai menggunakan sistem penilaian analisis yang mencakup 5 aspek menulis yaitu tata bahasa, kosa kata, mekanisme, kelancaran dan organisasi. Hasil menunjukkan bahwa kemampuan mahasiswa dalam menulis essay ekspositori berada pada level *baik* dengan mean 69,70. Aspek tertinggi yang dicapai adalah aspek organisasi dengan mean 72,50. Aspek terendah adalah mekanisme dengan mean 65,44. Mahasiswa direkomendasikan agar lebih memperhatikan semua aspek menulis, terlebih dalam aspek mekanisme dan tata bahasa.

Kata Kunci: Penelitian, Kemampuan Menulis, Essay Ekspositori

INTRODUCTION

Language is a tool of communication that is used to deliver information and express both ideas and feelings to another. Considering the importance of language, English is a foreign language that must be learnt and acquired by the students. English learners of education faculty are expected to acquire four skills of languages, namely listening, reading, writing and speaking (Harris, 1969). Therefore, university students as the youth generation of education are expected to have those skills as the additional basic skill to face the global needs of communication in the future life.

Among those four skills, it is good to learn writing, because it is more challenging than the other skills. In writing, the students are expected to write English appropriately. It needs more concentration in controlling several elements in writing process. It is supported by Nunan (1991) points out that writing can be stated as an extremely complex cognitive activity that requires the writer to control several variables at one. It includes several elements such as grammar, vocabulary, sentence structure, and cohesion. Those elements must be applied by students when they are dealing with their writing. It means students need to be more cautious in using grammar and keep paying attention in other writing elements. Also, in writing the students are expected to be able to deliver the meaning as well they are good in speaking. In other hand, they are should have a good composition concerning the all elements of writing.

There are some reasons regarding writing being an important skill for students. Students need to learn writing in order to be able to express their ideas, thoughts, and feelings in written language. In detail, Glazier (1987) states that writing is good for us because it can make students express our idea, feeling, emotion and opinion in the written form of sentences, paragraph, and composition/ essay. It means that writing has valuable contributions for us, because writing is as the tool to express what are going to write in mind.

Writing can encourage students to focus on accurate language use (Harmer, 2004). It means the students consider the language use when they engage in their writing process. So that it will provoke good development in student's language use. Moreover, writing can help the writer to think critically (D'Angelo, 1980). It allows to perceive a relationship, deepen perception, solve the problem, and to give order to experience. He also said that writing can help someone to discover what someone really thinks and feels about the people, ideas, the issues, and events only in the process of writing. It means that writing is a process of communication that can build critical thinking of the students; guide students such kinds in perceiving relationship, deepening perception, solving the problem, and giving the order to their experiences.

In addition to the importance of writing skills for students, it is also in accordance with literacy program developed by the government. The Ministry of Education and Culture of Indonesia (2015) established literacy program at Indonesian schools namely Gerakan Literasi Sekolah (GLS). As quoted in the Ministerial Decree of Education of the Republic of Indonesia number 23 in 2015, the program aims at the students' character buildings. Literacy means the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts (UNESCO, 2004). It involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Literacy is defined as the ability to access, understand, and use the information smartly (The Ministry of Education and Culture of Indonesia, 2015). Target of literacy program in school is all of the entire school community from elementary to senior high school. In that program, all citizens of school in community implement literacy in their school environment include reading and writing activities. In other words, this research support to the school literacy program that developed by government, particularly in term of writing.

Regarding the explanation above, it is clear that writing is an important subject to be learned by the fourth-semester students. As the youth generation, especially as the candidate of teacher, writing is an important tool to be learned; also it is a good basic in their future life and further education. Of course, as the students, it is better if at least they well mastered all of the four skills, especially writing skill. In addition, it can support and make a good balance in mastering the three others skills in using languages.

Whereas at the university, students are required to write kinds of English texts, essays, tests, reports, papers and thesis during their studies. Likewise, writing skill is also necessary for writing formal application letters in applying for job or graduate training. In other words, writing has been identified as threshold skill for getting success in academic field as well as job section. Writing is part of the students' daily activity in the campus; they learn the level of writing from a sentence, paragraph up to essay. After completely finishing their study, they will face various forms of English writing with different purposes in the next level of writing.

Writing essay is the common form of writing composition in university level. An essay consisting of several solid paragraphs that supporting each other. If the students can write a good essay, consequently it will make them easy to make the other great writings. Especially to the EFL students of English Study Program of the Riau University, writing a well-organized essay is very important for them. It can be a good experience for them to write in more kinds of writing like essay or something more. Generally, it introduced to the student at the beginning of the semester. Writing an essay is no more difficult than writing paragraph except that an essay is longer.

One purpose of writing is to explain. It is the most common of the writing process and also well-known by the expository writing or informative writing. It is kind of writing that is purposed to expose information to the reader. In this writing, the writers are expected to describe, analyze, or explain a short theme, ideas or issue to intended audience. It can be the response to a world event, political issue, football game, work art and so on to the audience.

Expository text is defined as writing intended to present to reader information about theories, predictions, persons, facts, dates, specifications, generalizations, limitations, and conclusion (Slater & Graves, 1989). Furthermore, expository text is often about unfamiliar concepts that require the students to create inferences, use prior knowledge and reason, increasing cognitive load (Ray & Meyer, 2011). There are seven text structures (organizational patterns) commonly identified with expository writing, including definition, description, process (e.g., sequence), classification, comparison, analysis (e.g., cause and effect), and persuasion (Meyer & Freedle, 1984).

According to the fourth semester students of English Study Program, they have learned to write expository paragraph and the simple essay in writing II. Commonly they say that writing is something more complicated than the other skills, because writing is more conceptual and mainly focused on grammar. Especially in expository writing, most of them said that it is complex, and the others said that it is more or less

complex. Therefore, writing expository is important to the students in learning English; it trains themselves to be better accustomed in Written English especially expose, inform or explain things about a certain subject.

To sum up, there are some reasons that the writer became interested in finding out the ability of the fourth semester students at English Study Program in writing the expository essay. Firstly is the importance of writing for students as EFL learners. Secondly is the students' viewpoint through writing that are various and writing tends to be such a challenging or more a complex and difficult skill for them. Besides, they have learnt expository paragraph and simple essay in Writing II. Since expository is the common type of writing used in university and it is important for the students, they are expected to write a good expository writing,. Moreover, the writer did not know their real performance in writing essay. In addition, this research supports the literacy program developed by the government particularly in term of writing. Hence, the title of this study is "A Study on the Ability of the Fourth Semester Students' of English Study Program of FKIP, Universitas Riau in Writing an Expository Essay".

RESEARCH METHODOLOGY

This is a descriptive research which has only one variable. According to Gay (2009), it is a research that determines and describes the way things are; involves collecting numerical data in order to test hypotheses or to answer questions about the current subject of the study. The aim of this research is to find out the ability of the fourth semester students at English Study Program of FKIP-UR in writing an expository essay.

The research was held at English Study Program of FKIP Universitas Riau. The population of this research is the fourth semester students in academic year 2017/2018. Population refers to the entire group of people, events or things of interest that the writer wishes to investigate (Sekaran, 2000).

Sample is a small group that is observed (Arikunto, 2006). The samples of the research are 34 students of class IVB who are chosen by random sampling technique. Cluster random sampling means that sampling in which intact groups, not individuals, is randomly selected (Gay, 2009). By using lottery, the writer wrote the names of the classes (IVA, IVB, and IVC) on pieces of paper and put them into a box. Then, the writer shook them and picked one of them for the sample, and class B was selected as the sample of this research. In detail, the distribution of the students can be seen on the following table:

Table 1. Distribution of the Population

No.	Class	Sum of Population
1	IV A	35
2	IV B	34
3	IV C	35
Total		104 Students

This study used quantitative data in which the students were assessed using their tests scores. According to Gay (2009) quantitative data is the collection and analysis of

numerical data to describe, explain, predict, or control phenomena of interest. In other word, this type of research is used to describe and interpret the data being studied based on the fact that supported by theories. The sum total of the research is only one meeting, because it only to know the ability of the students.

Test is any series of question or exercise or other means of measuring the skill Knowledge, intelligence, recites of an individual or group (Arikunto, 2006). This research used this type of test to find out the students' ability in writing expository essay. The test was scored by using analytical scoring rubrics. Some aspects that were graded in writing, they are; grammar, vocabulary, mechanics, fluency and organization. The entire test was done individually in 120 minutes. There are 5 topics provided with the various type pattern of essay development that includes descriptions, chronological order/ process, cause & effect, comparison & contrast and persuasion and the students have to choose one to hand in.

Table 2. Blue Print of the Research Instrument

Types of Activity	Writing essay
Variable	Writing an expository essay based on the provided topics
Topics	<ul style="list-style-type: none"> • My lovely village. (<i>Description</i>) • How to prepare for a Listening final exam. (<i>Chronological Order/ process</i>) • Some reasons for people not to use cell phone along day (<i>Cause and effect</i>) • High school vs. university. (<i>Comparison and Contrast</i>) • The importance of learning foreign languages. (<i>Persuasion</i>)
Indicators	<p>To identify the significant aspects of an expository essay written by students in terms of :</p> <ul style="list-style-type: none"> • Grammar • Vocabulary • Mechanic • Fluency; and • Organization.

After the data were collected, it was scored by four raters that qualified to have good capability in scoring data and experienced in writing in order to avoid subjectivity in the evaluation. This research used the analytical scale adapted from Hughes (1989) in the assessment of students' performance in writing an expository essay. Every rater is guided by the rubric of each writing elements to be scored. From that analytical scale, the score range of those five aspects of writing can be sorted as seen in the following table.

Table 4. The Rubric of Writing Assessment

No	The aspects of writing to be evaluated	The Score Range
1	The accuracy of grammar	6 : 5 : 4 : 3 : 2 : 1
2	Mechanics	6 : 5 : 4 : 3 : 2 : 1
3	Fluency	6 : 5 : 4 : 3 : 2 : 1
4	Vocabulary	6 : 5 : 4 : 3 : 2 : 1
5	Organization/ Form	6 : 5 : 4 : 3 : 2 : 1

From that rubric, the researcher only used the score from 1 up to 5 due to the reasons that score 6 is an excellent point belongs to the native writers. After the data was collected, the researcher then calculated and identified each score that assessed by the raters. To find out the achievement of the students, the researcher analyzed the data by using some statistical procedures includes finding out students' total score, real/ individual score, mean, median, minimum & maximum value, range and the percentage of the students ability. Furthermore, it was classified according to the students' scores and their level of ability. The student's ability in writing is categorized by using the standard adapted from Harris (1974) as follows:

Table 5. The Level of Writing Ability

No.	The Test Score	Level of ability
1	81 - 100	Excellent
2	61 - 80	Good
3	41 - 60	Mediocre
4	21 - 40	Poor
5	0 - 20	Very Poor

(Harris: 1974)

THE RESEARCH FINDINGS

After conducting the research, it was found out that most of the students got score in the range of 61-80. The students' ability in writing an expository essay can be seen on the following table:

Table 6. The Students' Ability Level in Writing an Expository Essay

No.	Test score	Level of Ability	Frequency	Percentage
1	81 – 100	Excellent	2	6 %
2	61 – 80	Good	27	79 %
3	41 – 60	Mediocre	5	15 %
4	21 – 40	Poor	-	-
5	0 – 20	Very poor	-	-
Total			34	100 %

The table shows that generally the students' ability in writing expository essay is in *good* level. From 34 students, 2 students (6%) are in *excellent* level, 27 students (79%)

are in *good* level and 5 students (15%) are in *mediocre* level. None of the students are in *poor* and *very poor* levels. It means that generally the students are able to write expository essay quite well.

The student's average score for each aspect of writing can be seen in the following table:

Table 7. The Average Score for Each Aspect of Writing

No.	Aspect of Writing	Average Score	Real Score	Level of Ability
1	Grammar	3,36	67,20	Good
2	Vocabulary	3,57	71,47	Good
3	Mechanics	3,27	65,44	Good
4	Fluency	3,43	68,67	Good
5	Organization	3,62	72,50	Good
Average		3,45	69,05	Good

Table 7 shows that the students' real score in terms of each writing aspect are in *good* level or in the range of 41-60. The students' achievement in terms of every aspect of writing is more or less similar each other. Those five aspects of the ability are spread out in *good* level. Although it is already been good in every aspect of writing, but the students' average score are still in the range score of 60-70. Hence, it can be stated that the students' score for each aspect of writing tend to be lower with the lowest score 65,44 for mechanics and the highest is 72,50 for organization.

Overall, in general, the students' ability was at *good* level of competence as can seen from the means score achieved by the students. This is found about the use of mechanics in writing which was low. Hence, it can be inferred that the ability of the fourth semester students' of English Study Program of Universitas Riau in writing an expository essay is *good*.

After knowing the students ability in general, it is important to know the detail students' ability in terms of each aspect of writing, therefore, the writer presents the classification of students' ability for each aspect of writing as follows:

1. The Students' Ability in Terms of Grammar

In terms of grammar, more than half of the total students are in *good* level. From 34 students, 2 students (6%) are in *excellent* level, 18 students (53%) are in *good* level and 14 students (41%) are in *mediocre* level. There is no student is in *poor* and *very poor* levels. Below are sample of sentences contains potential grammatical problems in some parts of students' essays:

a. Subject-verb agreement/ concord

- ...*we have to learning* (learn) *English language to help us when we face other people from overseas in our country.*

b. Redundancy

- *So, if we want good job, we have English skill to get a good job* (it).

- c. Omission
 - *The first way is listening music* (listening to the music).
- d. Addition
 - *In my village (My village) has many coconut palm trees.*
- e. Plurality
 - *The third reason, Rokan Hulu has many company coconut palm* (many coconut palm companies).
- f. Collocation
 - *We must studing hard* (study hard) *and focus with* (focus on) *our major.*
- g. Word order/ misordering
 - *Besides that, English language for the students is useful,* (English language is useful for the students) ...
- h. Conjunction
 - *Job is also activity in daily life in* (for) *the people.*
- i. Modals
 - *So, if we want good job, we have* (should have/ need to have) *English skill to get a good job.*
- j. L1-L2 translation
 - *My school from Elementary School until Senior High School in Kota Tengah.* (I studied from Elementary School to Senior High School in Kota Tengah)

By focusing only on grammar aspect for each kind of errors, it can be seen that sentences above are lack of grammar. The grammar mistakes found in the students' essay includes subject-verb agreement, redundancy, omission, addition, plurality, collocation, word order or misordering, conjunctions, modals and L1-L2 translation. In other words, the students often used inappropriate grammar in writing that required the reader to have own interpretation. However, rereading is necessary to have a full of comprehension.

2. The Students' Ability in Terms of Vocabulary

In terms of vocabulary, half of the total number of students has *good* ability in writing. From 34 students, 2 students (6%) are in *excellent* level, 24 students (71%) are in *good* level, 8 students (23%) are in *mediocre* level. None of the students is in *poor* and *very poor* level.

In this aspect, some students got problems in expressing ideas because of limited vocabulary that lead to frequent errors and misused of words. The lexical items they used were not suitable to the context of sentence. Below are the potential problems found in students' essay in terms of vocabulary:

- *I lived* (spend) *more time in Kota Tengah.*
- *Communication is useful for people to tell their means* (messages) *to other people.*
- *Job is to enough* (to fulfill) *necessities in life.*

By only focusing on the vocabulary aspect, it can be seen that the sentences above is still lack of vocabulary. The part of essay above shows that the students' vocabulary is able to be said limited and still not appropriate yet. Based on Al-Buainain (2006), the use of inappropriate vocabulary and limited range of vocabulary are two characteristic that defect to students writing.

3. The Students' Ability in Terms of Mechanics

In terms of mechanics, from 34 students, 20 students (59%) are in good level, 14 students (41%) are in *mediocre* level and none of students is in poor, *very poor* and *excellent* levels. The mean score of this aspect is 3,29 with the real score of 65,44 in the range of 41-60. It is the lowest score among all other aspects. In contrast, based on Fadilla Sara (2013)'s findings, this is the lowest aspect for the students with the mean score of 4,35.

From the percentage and mean score of the students' writing ability, it can be stated that the students' ability in using proper mechanics in writing expository essay is good. Although generally it has been good, in fact, there are still some students' essay contains inappropriate mechanics in writing. Below are some potential problems related to the mechanics use in students' expository essay:

1. Spelling

- *Pasir Pangaraian is popullar* (popular) *with the Islamic Center or Masjid Agung Madani.*
- *So, I verry* (very) *like my village.*
- *If we do not know what the singer is said, we can check it from the lirc* (lyric) *of the song.*

2. Capitalization

- *every time* (Everytime) *we will facing task.*

3. Punctuation.

- *Inconclusion,* (In conclusion,) *Rokan Hulu is my lovely village.*
- *In daily life English language* (In daily life, English language) *is everywhere use such as: school, government, social, politics, environment, books, television, etc.*
- *First try to find* (First, try to find) *the music that match with your feeling.*

By focusing only in the mechanics aspect, it can be seen from the part of essay above that there are some mistakes made by students. The students still often used inappropriate mechanics includes lapses in punctuation and spelling in their writing. In other words, the students are less careful in all of mechanics part; punctuation, spelling, and capitalization.

4. The Students' Ability in Terms of Fluency

In terms of fluency, from 34 students, 2 students (6%) are in *excellent* level, 23 students (68%) are in *good* level, 9 students (26%) are in *mediocre* level and none of the student is in *poor* and *very poor* level. The students' average score for this aspect is 3,43 with the real score of 68,67. From the percentage and the mean score, it can be said that the students' writing ability in terms of fluency is *good*. The mean score of this aspect is lower than organization and vocabulary. From the value of the mean score of this aspect, it can be inferred that most of the students find fluency aspect is a highest aspect beside vocabulary and organization.

Related to this, Fadilla Sara (2013) found out fluency as the lowest aspect for the students in writing with mean score of 4,10. It means that fluency is not merely as an easy or difficult aspect in writing. It needs to be concerned more as well as considering the other aspect, because it is also an important part that supports a good writing.

In addition, few students get lower score in this aspect, because it was found out some misused structure and vocabulary items that are still need any improvement in the students' essay. The potential problems related to fluency aspect can be seen on the discussion of students' ability in grammar and vocabulary aspect as in the previous page. It is because an essay said to be fluent when sentence structure and vocabularies use are consistently appropriate. It can be stated that the students' fluency in using appropriate structure and vocabulary items in writing expository essay is *good enough* and it needs to be improved more to create a better essay.

5. The Students' Ability in Terms of Organization

In terms of organization; the number of students in *good* level is the most. From 34 students, 3 students (9%) are in *excellent* level, 26 students (76%) are in *good* level, 5 students (15%) are in *mediocre* level. In addition, none of the students is in *poor* and *very poor* level.

From the percentage, it can be said that the students' writing level ability in organization generally is in *good* level. The students average score in terms of this aspect is 3,62 and its real score is 72,50. It is the highest real score among other aspects. Based on the mean score, it can be inferred that this aspect is quite easy for the students. It can be stated that generally the students can organize the content of the essay well besides idea, knowledge and experiences needed there.

DISCUSSION

As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the students' ability in using agreements of the fourth semester students of English Study Program of FKIP Universitas Riau in writing an expository essay. The writer found out that the students' ability in writing expository essay reaches the mean score of 69,70. Therefore, it is categorized into *good* level of ability. It is also found out that the students' ability in terms of organization is the

highest among other aspects with the mean score of 72,50. The lowest score is in terms of mechanics with the mean score of 65,44.

Related to the previous findings, it more or less different from this research. This finding is line with by Fadilla Sara (2013), the students' ability in writing reaches *good* ability level. The highest aspect of writing reached by students is in terms of mechanism and for the lowest one is in terms of fluency.

Finally, the finding of this research has answered the research question, the students' ability in writing an expository essay was in *good* level. In addition, it was found out that the lowest aspect is in terms of mechanism and organization as the highest one. In other words, students' ability in writing an expository essay is quite well although it is still low in some aspects of writing.

The major potential problems of the students in writing expository essay are includes mechanics and grammar. In other words, the students are less in paying attention for each aspect of writing, particularly in mechanism and grammatical use in writing. It was found that the students still have problem in using the appropriate spelling, punctuation and capitalization. It is probably because the students are lack of writing practice and reading the academic and scientific reading material.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

After conducting research entitled *A Study on the Ability of the Fourth Semester Students of FKIP-UR in Writing Expository Essay*, some conclusions can be drawn. The objective of the research is to find out the students' ability in writing expository essay. Based on the result findings, among 34 students, 2 students (6%) are in *excellent* level, 27 students (79%) are in *good* level and 5 students (15%) are in *mediocre* level. None of the students are in *poor* and *very poor* levels. Hence, most of the students ability in writing expository essay are in *good* level with the mean score of 69,70.

In terms of each aspect of writing, the highest aspect reached by students is organization with the mean score of 3,66 and the real score of 72,50. The lowest aspect is mechanics with the mean score of 3,27 and the real score of 65,44. Moreover, grammar is also difficult aspect for student after mechanics with the mean score of 3,36 or 67,20 for its real score. It might be caused by the lack of writing practice; consequently the students are not familiar enough of mechanics and grammatical use in writing.

In conclusion, this research reveals that the ability of the fourth semester students FKIP-Universitas Riau in writing an expository essay is in *good* level. It is not satisfying result since writing skill is very important for the students as the candidates of teacher in the future.

Recommendations

Based on the conclusions, the researcher would like to offer some suggestions related to this study.

Firstly, regarding the five aspects that the students tend to be lower, it is recommended for the student to be concerned more toward every aspect of essay writing. It is important to acquire every part of writing to get a satisfying result. The simple way to improve the ability is by revising carefully before it is submitted as the final product. It covers re-checking all aspect of writing and editing the content of the essay. Since writing is a process, it is better to keep revising repeatedly to get a better result.

Secondly, related to the students' major potential problems in writing that are in terms of mechanics and grammar, it is better for the students to further study in writing to get focus on how to improve their ability. It is recommended for the students to learn and deepen more about the use of mechanics, grammar and syntactical pattern in writing. They also should be more concerned by always keep practicing to get the better written product, particularly in writing essay.

Thirdly, it is recommended for the students to read more about academic and scientific reading materials, as stated by Harmer (1998) that reading helps students write better. It is related to the third higher mean score achieved by the students, it is fluency that the use of grammar and vocabulary are related to.

Fourthly, this research is also recommended for teachers and other researchers who will conduct a similar research in the future to get further in analyzing the information of the students' ability in writing.

To conclude, by conducting this research, it is expected that this study can give valuable contribution to education knowledge and information needs in writing, especially for the writer.

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