

CHAPTER I

INTRODUCTION

1.1 Background of the study

There are four basic language skills need to be acquired by EFL students to use English effectively which are listening, reading, speaking, and writing. Speaking and writing are active skills which mean require practices and supportive surrounding to help the learners advance the skills (Brown, 2000). Speaking allows the speaker to interact with an interlocutor. In saying that, speaking does not need more effort in acquiring it since there will be direct feedbacks through the activity (Leech et al., 1985 as reviewed Artini, 1998, p. 39). On the other hand, writing is being stereotyped as the most difficult skill to acquire since the writer is expected to arrange words into understandable paragraphs so at the least the reader can have a glimpse of the basic idea or see the writer's perspective before they take positions on the ideas delivered.

Expository essay is one of writing types being taught in schools. There are two types of expository essay; analytical exposition and hortatory exposition. Analytical exposition allows the writer to explain a certain topic and is provided with supporting data. Hortatory exposition, known as argument and persuasive, is used to persuade the reader to take a position on a topic with data from various points of view. This study will focus on analytical exposition as it is taught in Writing C course at an English Department in a private university in East Java.

In conclusion, EFL students have to accustom themselves to English language to master the language skills and writing as one of the skills acquire them to deliver their ideas through written form (Rahmatunisa, 2014). Later the students will use writing for academic fulfillment and they might use it in professional world as well. Therefore, the study was conducted to gives a slight overview of EFL students' written skill through generic structure reflected in their expository essay and can be a reference for further development in education.

1.2 Research Questions

The research question for this study is:

How the generic structure of expository essay is reflected in EFL students' essays in Writing C class?

1.3 Research Objectives

The research objective of this study is:

To analyze how the generic structure of expository essay is reflected in EFL students' essay in Writing C class.

1.4 Theoretical framework

This study analyzes the generic structure of expository essay, so the study refers to the generic structure of expository essay by Gerot & Wignell (1995). There are three main parts of the structure which are *Thesis*, *Arguments* and *Reiteration*. In *Thesis* paragraph, writers are expected to introduce the topic and the outline of arguments. *Arguments* paragraphs should consist of Point and Elaboration, which to point the argument and elaborate using supporting data. *Reiteration* paragraph is for the writer to emphasize why the topic is important. However, not all expository essays have distinction of the parts of the structure. Some might forget to elaborate the point with valid data and only use their point of view. Therefore, it is suggested to use Gerot & Wignell's generic structure to produce a well-written expository essay.

1.5 The Significance of the Study

The significances of the study are:

1. As reference for further development in writing education especially in the context of English as a Foreign Language.
2. As reference for teachers and educators regarding the importance of generic structure comprehension.

1.6 Definition of Key-terms

1. **Expository essay** is a written text use to inform or explain a certain topic with supporting data or ideas (Rahmatunisa, 2014).
2. **Generic structure** is a framework used to lead a writer to produce a well-organized text.
3. **Generic structure of expository writing** consists of *Thesis* (stating position and preview of arguments), *Arguments* (state points and elaboration of each points), and *Reiteration* (restating the writer position) (Gerot & Wignell, 1995).
4. **EFL learners** are those who learn English in non-English speaking countries where English is taught as a foreign language (Kalengkongan, 2012).

1.7 Scope and Limitation of the Study

This study analyzes the generic structure of expository essay reflected on essays written by EFL students in English Department. The essays taken to be analyzed are from batch 2019 students who had passed Writing C course. The researcher chose Writing C because in this course, the students learned about academic writing which will be essential for them for the future in academic and professional world.

1.8 Organization of the Thesis

This paper is divided into five chapters. Chapter 1 is the introduction which consists of the background of the study, research problems, research objectives, theoretical framework, significance of the study, definition of key-terms, and scope and limitation of the study. Chapter 2 is the review of related literature. Chapter 3 is the research method which will states design of the study, site and contexts, data sources, procedure of data collection and data analysis, instrument, and triangulation. Chapter 4 is the findings and discussion. Chapter 5 is the conclusion which states the conclusion and suggestions.