

**The Generic Structure of Expository Essays Written by EFL Students:
A Case Study in Writing C Class**

A Thesis



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**English Education Study Program
Teacher Education Faculty
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2021**

**The Generic Structure of Expository Essays Written by EFL Students:
A Case Study in Writing C Class**

A Thesis

Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for the Degree of *Sarjana*
Pendidikan in Teaching English as a Foreign Language



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ACKNOWLEDGEMENTS

Through the process of completing this thesis, the researcher has received boundless support from people around her. She would like to express her gratitude to these people:

1. Mateus Yumarnamto, Ph. D., the researcher's advisor, who has patiently guided, helped, and supported her in writing her thesis.
2. Dra. M. N. Siti Mina Tamah, Ph. D. and P. Hady Sutris Winarlim, M. Sc., the researcher's examiners, who have given helpful input to make her thesis better.
3. Yohanes Nugroho Widiyanto, Ph. D. and Maria Josephine Kriesye, M. Pd., the Head and the Secretary of English Department, who have always encouraged the students of English Department to finish their theses.
4. All lecturer and staff of English Department for their guidance and help during the researcher study.
5. Anne Thomas, the researcher's parent's friend, who has helped and supported the researcher to continue her study until finish.
6. Ishak Jakob Seseray, the researcher's parent, Windy, Novata, and Yohana Salomina Seseray, the researcher's sisters, who have always supported her.
7. Prabawani Dian Saputri, Angelica Grace F.C., and Rut Viktri Permatasari, the researcher's best friends since junior high school, who have supported and encouraged her in every possible way.
8. Erine Sonya Anjastika and Happy Kharisma, the researcher's close friends, who have always given moral support and motivated her to do better.
9. Yohana Scolastika Hayon and Clara Rumlus, the researcher's friends who are like family, for their time and energy spent in supporting the researcher inside and outside campus.
10. Alexandra Stephanie, Fanny Meydyliana, and all students from batch 2017 for their inspiration, support, and help during her study at English Department.

The researcher would also like to thank those whose name has not mentioned in the list for their support, guidance, time and chance given to broaden her knowledge and finish her study.

The Researcher

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ABSTRACT

Seseray, Genade Moza. 2021. *The Generic Structure of Expository Essays Written by EFL Students: A Case Study in Writing C Class*. Thesis, Program Studi Pendidikan, FKIP. Universitas Katolik Widya Mandala, Surabaya.

Advisor : Mateus Yumarnamto, Ph.D.

Keywords : Expository Essay, Generic Structure, EFL Students.

The background of this study is EFL students may find it difficult to accustom to the usage of English language, acquiring language skills (listening, reading, speaking, and writing) in order to use English effectively, and more importantly, how the practices in acquiring writing are not easy. Unlike speaking, writing requires the writer to deliver his or her idea in such a way that the idea is fully delivered and at the same time interesting for the reader. In organizing the idea, the writer should know the structure so the readers can follow it easily. Therefore, this study was conducted to analyze how the generic structure of expository essay is reflected in EFL students' essays in Writing C class.

The design of the study is descriptive content analysis. The researcher collected 20 essays, 10 pre-course essays and 10 mid-course essays Writing C. The data collected were analyzed based on Gerot and Wignell's (1995) generic structure of expository essay. The study was conducted to analyze generic structure of expository essays written by EFL students from batch 2019 who have taken Writing C course (Explanation and Expository Essays) where they have learned about expository writing. The course was divided into three classes, class A through class C. The expository essays include illustration/exemplification, process analysis, classification, definition, comparison-contrast, cause and effect. The lecturer gave short lecture before the students were asked to brainstorming and outlining the draft. On following weeks, the students would revise the draft then wrote a complete essay.

From the data analysis of the pre-course essays, seven out of ten introduced topic of the essay, six out of ten gave preview of points but only four out of ten put the point into sequences; however, all of them have elaborate the topic to deliver their point, but none of them restated their thesis statement. From the analysis of the mid-course essays, there are improvement of the generic structure reflected, indicates that the students can organize the information sequentially. These findings imply that the students only need to be exposed to the structure so they will understand what is expected from them; as how their mid-course essays are better than the pre-course essays. However, the students still need to improve their writing in several aspects such as the use of punctuation mark, word choice, grammar (to be and prepositions), and the placement of the sentences.