

DOCUMENT

SCORE

WRITING DEFINITION AND EXAMPLIFICATION EXPOSITION

99 of 100

ISSUES FOUND IN THIS TEXT

1

PLAGIARISM

0%

Contextual Spelling

Misspelled Words

1

1 

Grammar

✓ No errors

Punctuation

✓ No errors

Sentence Structure

✓ No errors

Style

✓ No errors

Vocabulary enhancement

✓ No errors

WRITING DEFINITION AND EXAMPLIFICATION EXPOSITION

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ABSTRACT

The study deals with the writing of Definition and Exemplification exposition both if using and without using an outline. It aims at finding out (1) the interaction effects between using an outline and not using an outline across the definition and exemplification exposition on the idea development quality of students' composition, (2) the quality of composition using outline and without using outline, (3) the quality of definition and exemplification using outline, (4) the quality of definition and exemplification without using outline. The study is experimental with factorial and repeated measure design. The results show no interaction effects, outlining is significantly better than without outlining, and definition shows almost the same results as exemplification both with and without outlines.

Key words: writing, outlines, definition, exemplification, exposition.

INTRODUCTION

In the context of learning English, students are to concern with the language skills. Among the four language skills, it seems that writing is more complicated for the students to master in the sense that it takes a long process, starting from prewriting and moving up to editing, and requires various writing skills or abilities i.e. skill to make an outline, to develop a paragraph, to write discourse that is grammatical, unified, well-organized, and coherent.

In academic life, college students do lots of writing either

as self-initiation or as assignment from lecturers. At the end and/or even in the middle of studying periods, the students sit for tests that are mostly in the written forms. And in order to be successful at college the students should be good at writing. The students who are able to write well will be most likely to learn more and get better grades. It cannot be denied that acquiring writing skill is not easy. Many college students are unsuccessful in their study as they are unable to express ideas logically and acceptably. In doing writing tasks or tests, many of them are frustrated. Some studies point out that students faced sorts of problems in writing. When writing, even in a short paragraph only, they still made considerable mistakes. In writing a short essay, they usually failed to express a thesis statement of the writing that introduces the topic to be discussed and the central idea of the essay. Besides, they were also not successful in writing good topic sentences of body paragraphs. The topic sentences for paragraphs, for example, were very narrow in which they almost had nothing to tell or sometimes the topic sentences were too large in which they contained more than one ideas (Roloff and Brosseit, 1979). Another identified problem the students face in writing is the inability of the students to develop effective paragraphs or essays. The supporting sentences are not entirely about the central ideas. They leave out the criteria of being unified, coherent, and well-developed and organized (Sullivan, 1976).

Illegibility of writing is influenced by several factors, and bad organization of ideas is one of them. Many readers are unsuccessful to get the ideas of printed materials, getting only parts of the writers' ideas or totally failed, because the ideas are not organized well. The flow of ideas does not run smoothly and such that the quality of writing is far from expectation.

At college students express their writing skills in different types of discourse and one of them is exposition. It is a discourse type used for explaining a process, an event, a person, a concept, a situation, expressing ideas, giving points of view, persuading, etc. This type is widely and very often used by students for multiple academic purposes. Moreover, the students even continue using it

after leaving schools.

Methods of developing exposition are varied. It is divide it into six methods. The methods are classified into: definition, exemplification, comparison, analysis of entity, classification, and process. They claimed that to be good at writing exposition, students have to be familiar with the six methods of developing the exposition.

Different writers have different strategies of writing.

Outlining is one of the prewriting-strategy activity in which the materials collected are gathered or organized. It functions as a blue print from which the writing is to be based on. Writers who are accustomed to making outlines before writing find it as an effective and clear way of organizing ideas (Gere, 1992). It can also help writers finish writing quickly and improve grammar.

In addition to the usefulness of outlining as mentioned above, another main reason to make an outline for writing is due to the limit capability of working memory. In order to understand environment or to have perception on something, people use senses. However, not all things perceived via the senses can stay longer in the memory. Therefore, it is through formal outline can a writer express things perceived logically and systematically.

Writing strategy with outlining is more efficient and successful. It can help a writer organize his ideas and give focus on relevant materials as well as organize logical supporting details. Besides, it can make the writing run smoothly since the outline of ideas is already at hand.

According to Wahab and Lestari (1999), it is not easy for a writer to start writing without making a framework which is called an outline. How experienced one is, he still needs an outline to follow in order to produce a qualified piece of writing—a writing containing clear and well-organized ideas and expressed in high-quality language.

Theoretically, using an outline to write a composition is considered to be more effective and efficient, though there are still limited empirical data proving the strength of it. This evidence invites questions for student writers, that is, “Is using an outline better than not using it if writing a composition? Do they just give the same results?” or “Does the non-outlining prove to be more effective and efficient?”

These questions inspire the researcher to conduct an experimental study entitled “The Effects of Using Formal Outlines in Writing Definition and Exemplification Exposition”. Its aims are to find out the interaction effect between using/not using an outline and the two methods of exposition on the idea development quality of students’ composition, the significant difference between using an outline and without using an outline on the idea development quality of students’ composition, the significant difference between methods of exposition on the idea development quality of students’ composition with outlining, and the significant different between the two methods exposition compared on the idea development quality of students’ composition without outlining

THEORITICAL PRAMEWORK

Outlining is one of the prewriting-strategy activity. It functions as a blue print from which the writing is to be based on. Writers who are accustomed to making outlines before writing find it as an effective and clear way of organizing ideas. It can also help writers finish writing quickly and improve grammar. To some experts, to have finished writing an outline is presumed to have written seventy-five percents of the writing and with it writing will be very smooth.

Writing strategy with outlining is more efficient and successful. It can help a writer organize his ideas and give focus on relevant materials as well as organize logical supporting details. Besides, it can make the writing run smoothly since the outline of ideas is already at hand. Another strength for using an outline for writing is due to the limit capability of working memory. It is through the use of outline can a writer express things perceived logically and systematically.

METHOD

This is an experimental study. It has a factorial design with repeated measures. To answer the research questions, the subjects of the study were tested under two different conditions using repeated-measures design. Considering the research questions and relating them to the different treatments the subjects went through, this study made use

of the second application or form of repeated measures (May, et al., 1990), that is, a subject was exposed to two different treatments. To be more precise, with these repeated measures, the same individual took two different measures in varied order. The data were taken from the same individual on a set of different tasks at a period of time.

This experimental study with repeated measures divided the subjects into two-half groups. The division of subjects was mainly intended for counterbalancing that is to control the order effects of giving two measures at one period of time. The grouping was not for comparing the two groups; instead, sets of composition qualities or scores of the same individuals were compared. The two halves of the subjects were assigned to write exposition in two methods of development: definition and exemplification, once with an outline and the other without an outline. This means that each subject wrote two pairs or sets of compositions. The total of composition to write by the same individual was four.

Outline making prior to composition writing was the treatment for the experimentation, but in order to see the effects of it on dependent variable i.e. performance in writing exposition, the students were also assigned to write composition without making an outline. Both composition writing strategies, using and without using an outline, were levels or categories of the independent variable indicating strategy factor. Similarly, the two methods of exposition tagged under the variable of exposition were levels of the other independent variable indicating method factor. The writing performance or quality of the subjects was the dependent variable of the study.

The results of the two tests of the same students, when using and not using an outline, were compared to examine the effects of the manipulation of the independent variable on the dependent variable as well as to look over the interaction between the levels of the two experimental variables. The study gave no pretest to the subjects since the objective was not to compare qualities of compositions of a pretest and a posttest as in an experimental study with pre and posttest design.

The subjects of the study were the students of the English Literature Department of Faculty of Language and Literature of State University of Makassar who have passed Writing III course. This course preoccupied the students with knowledge of outlining and exposition writing in various methods that they needed when they did the writing tasks of the research. The target subjects were in two parallel classes consisting of eighty students. One class was taken randomly as the accessible subjects or sample and the other class was used for instrument try-out. The instrument used to collect data was direct writing tests—expository writing tests using and not using an outline. The test consisted of directions and topics to be selected one and to be developed into a composition. It was tried out three times three times before it was used. The try-out of the test was administered by the researcher himself. There are three common methods for judging student writing and assigning grades: holistic, analytic, and primary trait. These methods are different from each other in terms of writing aspects to assess. The focus of assessment of this study was on idea development, that is, how the subjects of the study developed the thesis statement into paragraphs of a composition - a particular aspect of writing to score. Therefore, the scoring method suitable to employ was Primary Trait Method. The primary trait scoring method aimed at assessing the compositions of a subject both if using and not using an outline and the focus of the assessment was on idea development. The rubric consisted of three aspects: score, range of score and criteria. Each of the three aspects was divided into five bands with criteria or descriptors for each band, ranging from the highest to lowest. Two raters were involved in rating students' composition. To achieve an acceptable level of inter-rater reliability, the two raters were trained. The training gave focus on the scoring rubric which outlines the criteria to be used in judging compositions. The final score of a composition was the average of two scores of the two raters. The researcher collected the data employing counterbalanced procedure. In this procedure the single group of the subjects was divided into two halves that are

called two treatment groups. The two-halves of students received treatments but the treatments were in different order: Outlining/Non-Outlining versus Non-outlining/Outlining with a specified method of exposition. The different order of treatments functioned to control the additional sources of invalidity.

The data of the study were composition scores. The data were analyzed by means of inferential statistics. This statistical analysis was used to answer the problem statement of the study dealing with interaction of two independent variables, significant difference between the independent variables as well as the significant difference between cells within independent variables.

The study has two independent variables to manipulate. This signals that the study weighs a factorial ANOVA design. The design involves two factors: writing strategy (Factor A) and methods of exposition (Factor B). Factor A has two levels: using an outline (A1) and not using an outline (A2); and factor B has two levels: definition (B1) and exemplification (B2). This study is symbolized with a 2 x 2 factorial design. In this design the subject were exposed to a combination of treatments, that is, one level of one factor and one level of the other factor.

The study has four research questions. To answer the questions, the study analyzed the data using different methods. One research question needed a particular method of analysis, or a combination of methods. Compositions of 36 students were analyzed; the total of the composition was 144.

To analyze the data relating research question 1, two-way analysis of variance (two-way ANOVA) was used. This method aimed to see the interaction effects between levels of writing strategy and levels of exposition. It was also intended to look at the main effect of each independent variable on the dependent variable. Two variables or factors are said to interact when the effect of one variable on some measure of behavior depends on either the presence or the amount of a second variable (Runyon and Haber, 1991).

To analyze the data relating research question 2, one way ANOVA and Tukey's test for a pair wise comparison

between outlining and non-outlining were used. They were intended to find out the means of the two levels of writing strategy whether significant or insignificant. More specifically, they were applied to examine which of the two means was greater, and as well as examining the mean difference between them.

To analyze the data relating to research question 3, the researcher used Turkey's tests for all pair wise comparisons among levels of strategy and levels of exposition, that is, when the students wrote compositions with outlining. For this purpose, two pairs of methods were compared. The general objective of the test is to compare the means of each paired method whether significant or insignificant, and to find out the mean difference between them.

For research question 4, the researcher also used Turkey's tests for all pair wise comparisons among levels of strategy and levels of exposition, that is, when the students wrote compositions without outlining. For this aim, two pairs of methods were compared. The objectives of the test are to compare the means of each paired-method whether significant or insignificant, and to find out the mean difference between them.

FINDINGS AND DISCUSSION

The research question 1 states: "Is there an interaction effect between using/not using an outline and the two methods of exposition on the idea development quality of students' composition?" The result of statistic analysis showed that there was no interaction effect between using an outline and not using an outline across the two methods of exposition on the idea development quality of students' composition. In this case, the nature of the effect for one factor was almost the same within all levels of the other factor. The data showed no evidence indicating the interaction effect between the two levels of the two independent variables. This judgment was based on the result of statistical analysis with two-way ANOVA where the P-value was greater than the 0.05 level of probability ($P = 0.382$).

To simplify, the study has two factors: factor A and B.

Factor A (writing strategy) has two cells: outlining and non-outlining, and factor B (methods of exposition) has also two cells: definition and exemplification. This means that the same student had to write 2 compositions for each of the two methods of exposition. The total composition a student to write was four (two pairs) i.e. two compositions with an outline across two methods and also two compositions without an outline across two methods. The data showed an obvious result where no interaction effects existed between outlining/no outlining and types of composition.

It was pointed out by the data that there was no interaction effect between the two independent variables. Now, the questions are “Why is there no interaction?” and “What are the possible results for it?”

There are two points of argument for the non-existence of interaction between writing strategy and types of composition. First, the subjects of the study were college students who have passed Writing III Course. In this course, the subjects studied outlining and exposition, doing lots of exercises in outline making as well as using the outlines to write expository composition. Besides, in this course, the subjects inevitably read variety writing materials in English relating to outlining and composition writing. The interaction of the subjects with outlining reading materials and having done lots of exercise on them could make them better in composing with outlining than without outlining. In other words, there was a tendency that the subjects got more experience in outlining and were accustomed to use an outline to write composition. The habit to like outlining possibly made outlining better than no outlining. This assumption is supported by evidence in which the subjects’ writing performance with outlining in all methods was better than no outlining in all methods. Second, an outline is a written plan for composition writing. It can help a writer to be focused on the materials of the composition. In other words, it makes the writer be aware of materials that are not relevant to the topic and, on the other hand, be aware of essential points to discuss in the composition. In addition, it enables the writer to organize the supporting ideas logically and systematically.

A well-planned outline (containing relevant, well-organized materials and with sufficient supporting details), gives an additional value or help to the writer. It is the basis for the writer to write composition. This additional value is claimed to be a cause of composition qualities using an outline are better than without using an outline. To sum up, the additional value to an outline made the cells of writing strategy and exposition did not interact. Outlining proved to be better than non-outlining across methods of exposition. In other words, moderate variables (six methods of exposition) gave no different effects to the quality of compositions among different types, all using outlining or all using no outlining.

The research question 2 states: "Is there any significant difference between using an outline and without using an outline on the idea development quality of students' composition?" In this connection, means of composition using an outline and without using an outline were compared to determine their significance difference. The significance of means was tested using one-way ANOVA and Tukey T-test. The mean scores of the two writing strategies were also presented to complete the discussion. The result of one-way ANOVA showed significant difference between using an outline and without using an outline on the idea development quality of students' composition. The means for composition using an outline was significantly different from the mean for composition without using an outline. The P-value which was 0.000 was smaller than the level of probability ($P < 0.05$) gave the evidence of it. Similarly, Tukey's test for a pair wise comparison between outlining and non-outlining (levels of writing strategy) showed the P-value that was 0.0002 was also smaller than the 0.05 level of probability. This shows that there was a significant difference in means between outlining and non-outlining. In addition, the statistical account for means showed that the means for composition writing using and not using an outline were significantly different, that is, 82.058 for outlining and 78.681 for non-outlining; the total mean for the outlining was greater than the mean for the non-outlining.

Looking at the two statistical test findings and the print out

of statistic for mean above, the study made a conclusion that the mean for composition using an outline was significantly different from the mean for composition without using an outline. The mean for outlining was very great compared to the mean for non-outlining. This means that the idea development quality of students' composition if outlining was obviously better than that if without outlining.

It was clear from the data that there was a very great difference between outlining and non-outlining in means and it was proved that outlining was greater than non-outlining. The data proved considerably that using an outline to write composition gave positive results. This evidence signified that the students have already accustomed to use an outline if writing compositions. It proved that writing strategy with outlining was an efficient and a successful strategy for composition writing. It was efficient since it could make the writing run smoothly as the result of already having the outline of ideas at hand, and be successful since it could help a writer successfully organize his ideas systematic and give focus on relevant materials as well as organize logical supporting details. In relation to composition writing using an outline, it was found that the students have had an ability to write compositions containing clear and well-organized ideas. They have got the skills to divide main ideas into topics and break them down further into most specific subtopics and divided the subtopics into other more specific subtopics. They have got the skills to express the ideas in high-quality language. The successful of the students to write compositions using an outline has proved how important an outline was for the production of a qualified piece of writing. This fact gave evidence to the statement of Irmscher et al, (1983), Reid (1988), Gere (1992), Wahab (1999) who acknowledged the effect of using an outline and suggested writers to make one in order to produce qualified composition. This is also in accordance to Emig's (1971) finding out that all professional writers used some kind of planning of content and organization before writing.

Writing a composition without using an outline, on the

other hand, showed worse results compared to writing a composition using an outline. The mean scores for both writing strategies were significantly different. Although the difference is significant, the non-outlining mean score is still within the level of appropriateness. The mean score for compositions without using an outline is obviously small compared to the mean score for using an outline, but that mean score itself is still in the average level of score category. Generally, it can be said that the outcome of this study, that is if the students used an outline, is not bad. This finding is in contrast to Hasibuan's study (1993) dealing with a frame (outline) making and its relation to the writing of expository composition. Unlike the present study, his study came out with the findings showing low ability of the students to make an outline. However, the two studies showed a similarity in which the subjects of both studies who could write better outlines could also write better compositions.

Looking at the results of this study and other related studies, there would be no doubt on the effects of using an outline to write exposition. Outlining strategy proved to be better than the non-outlining strategy and even to some other strategies. Similarly, Tilaumbanua (1993) conducted studies on the use of writing strategies: listing, clustering, and outlining in writing essays and discovered that outlining strategy was good compared to listing and clustering strategies. Considering the positive effects of an outline, it is recommended to students in particular and writers in general to use an outline if writing. It has been proved statistically that outlining is a successful writing strategy. There are some other reasons put forward might cause outlining one step ahead of non-outlining. One of them is the outline itself. Outlining as a writing strategy functions as a blue print. It is a framework on which a composition to be based on. This condition makes students be focused on the materials of their writing. With a specified topic they can determine the content materials suitable for the topic. This idea is relevant to Roloff and Brosseit (1979) stating that an outline is an instrument that can make composition unified, well-ordered, and coherent. Further he claimed that

outlining shows the materials that are needed to develop the composition. It shows how the materials relate to one another and shows what the parts of the whole.

Another reason is that an outline is a plan of a writing organization breaking a topic or a thesis into main units and subdivides the main units into subunits, and probably the subunits are further broken into small units. It is the skeleton of a composition; the structure around which the details and explanations are organized. These functions enabled the students to organize their ideas effectively and systematically. Besides, it allowed the students to run the writing smoothly since a defined outline of ideas was already made.

This study dealt with a constraint writing test in which students were given limited time to complete writing tasks or to write compositions. In such situation, the students got very limited time to think of the content materials to put in the writing. In addition, the students or people in general have a very limited capability in working memory. This situation and condition make the students feel need to make an outline for their composition writing. With a clear outline the students could express logically and systematically things perceived.

It is not easy for a writer to start writing without making a framework which is called an outline. How experienced one is, he still needs an outline to follow in order to produce a qualified piece of writing—a writing containing clear and well-organized ideas and expressed in high-quality language (Wahab and Lestari, 1999). This statement was strengthened by the findings of the study in which the students were able to write composition better if using an outline.

Based on the evidence above, it can be concluded that the idea development quality of students' composition if using an outline is significantly different from the quality of composition without using an outline. The outlining composition quality obviously proved to go beyond the non-outlining quality. One definite reason making outlining better than non-outlining in the context of composition quality was that an outline is a writing plan dealing with structured and systematic organization of writing materials.

The outline made the students focused on the materials of the writing. It reminded the students of the thesis statement and the controlling ideas, the supporting details, and the conclusion words that they put in their writing. These functions of an outline were suspected to be the sole cause of outlining being better than non-outlining.

The research question 3 states: "Is there any significant difference between methods of exposition on the idea development quality of students' composition with outlining?" This question aims to investigate the effects of using an outline to write composition in two types of exposition.

The statistical analysis showed that the means of the two paired-methods compared were insignificant difference.

This indicates that the performances of the students on both methods were almost the same. The evidence proved that there were no significant differences between the methods on the idea development quality of students' composition.

The insignificant difference in the qualities of composition was due to the reality that the students have possessed adequate writing abilities or skills to write the two types of expository compositions using an outline. The ability of the students to write definition composition was equal to their ability to write exemplification composition.

It is shown in the data that the performances of the students in the two pairs of methods were not significantly different.

Although the performances of the students were not significant difference, it was found that the students performed better on definition method compared to exemplification. To sum up, the performances of the students if using an outline to write a composition with definition method were not significantly different from exemplification method.

The research question 4 states: "Is there any significant difference between methods of exposition on the idea development quality of students' composition without outlining?" This question aims to investigate the effects of using no outline to write composition in the two types of exposition.

The statistical analysis showed that the two paired methods compared showed insignificant difference in means. This

indicates that the performances of the students on both methods were almost the same. This evidence showed that there were no significant differences among methods on the idea development quality of students' composition. As in the composition writing using an outline, the insignificant difference in students' performances was attributed to their equal skills in writing compositions. The students indeed have possessed identical skills to write the two types of expository compositions using no outline. The students' skills to write definition composition was equal to their ability to write exemplification.

It is shown in the data that the performances of the students in both pairs of methods compared were not significantly different. Although the performances of the students were not significant difference, it was found that the students performed better on the definition method than on the exemplification. To conclude, the performances of the students if writing a composition with definition method were not significantly different from their performances if writing a composition with exemplification. The insignificant difference in students' performances is attributed to their equal skills in writing compositions. Using no outline to write exposition of different methods shows identical results. An additional finding is that the two mean scores of the methods compared in are still in between the good to average score levels.

CONCLUSION

Considering the problems, the objectives and the findings of the study, conclusion is drawn as follows:

1. There was no interaction between levels of writing strategy (outlining/non-outlining) and the levels of exposition (Definition and Exemplification).
2. There was a significant difference between using and not using an outline on the idea development quality of students' composition.
3. The means of the two paired-methods compared (Definition and Exemplification with Outlining) were insignificant difference.
4. The two paired-methods compared (Definition and Exemplification without Outlining) showed insignificant difference in means.

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