

**AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY
IN WRITING CHRONOLOGICAL ORDER ESSAY AT ENGLISH
DEPARTMENT BUNG HATTA UNIVERSITY**

Ika Resti Bandawati Maskat¹, FatimahTanjung², Welya Roza²

¹Mahasiswa Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Bung Hatta

E-mail ikkamaskat@gmail.com

² Dosen Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Bung Hatta

Abstract

Based on the writer's informal interview with some students and experience's writer in writing III, some students had difficulties in writing chronological order essay. The students had some problems in expressing ideas in writing. This research was aimed at describing the ability of the third year students' ability in writing chronological order essay at English Department, Bung Hatta University. The design of this research was descriptive. The number of population members was 112 students. The writer used cluster random sampling technique. The writer took 27 students as the sample. It meant the writer took 24.11 % as the sample. In collecting the data, the writer used writing test. In real test, the writer gave five topics to be chosen by students about chronological order essay of event. To analyze the data based on the result of writing test, the writer presented the raw score, calculated the students' score, mean, standard deviation (SD), classified the students who got high, moderate, or low ability, and counted the percentage of students' ability. The result of this research showed that the students' ability of the third year students in writing chronological order essay at English Department Bung Hatta University was moderate (74.07 %). The writer gives suggestion to both the lecturers and the students at English Department of Bung Hatta University. For lecturers, the writer suggests to give more explanations about chronological order essay of event. For students, the writer suggests the students to do more exercises in writing chronological order essay of event.

Key words: Ability, Writing, Chronological order essay.

Introduction

Writing is a complex skill for students, because it combines some components that is considered such as grammar, vocabulary, have a clear understandable idea, and appropriate mechanics. The National Council of English

Teachers (1985:3) state that writing is the selection, combination, arrangement, and development of ideas that occur in sentences or paragraphs. Then, for the students, writing is the activity that need much time and attention whether vocabulary, grammar, or words arrangement. Because of that, the

students have difficulties to determine what they should write when the lecturer asks them to write their own ideas. This condition is caused by some factors such as their lack of ability in understanding what the writing process and they need to have background knowledge about the topic. The third year English students have learnt writing I, II, III, and IV. But, the students still made mistakes to write chronological order essay. It was based on the writer's informal interview with some students in February 2013 and experience of the writer when she took the subject of writing III. The writer assumed that most students still face difficulties in writing chronological order essay. The students were still confused and had some problems in order to express ideas, opinions, or feeling in his/her writing. The problems were in grammar, vocabulary, using appropriate transitional signal and mechanics.

Specifically, the purposes of this research were as follows :

1. To describe the ability of the third year students to organize the content (introductory paragraph, body paragraphs (event 1, event 2, etc), and concluding paragraph) in writing chronological order essay of event.
2. To describe the ability of the third year students to use appropriate word (vocabulary) in writing chronological order essay of event.
3. To describe the ability of the third year students of English Department to use appropriate grammar in writing chronological order essay of event.
4. To describe the ability of the third year students of English Department to use appropriate transitional signals in writing chronological order essay of event.
5. To describe the ability of the third year students of English Department to use appropriate mechanics (spelling, punctuation, and capitalization) in writing chronological order essay of event.

Oshima and Hogue (1991) state that chronological order is the order in which the events or process from first to last. It means it explains the details of what happened in events or process. According to Wikipedia (2013), *chromos* in Ancient Greek means time and *logia* means the science of arranging events in their order of occurrence in time, such as the use of a timeline or sequence of events (<http://en.wikipedia.org/wiki/Chronology>).

In addition, chronological order does not just organize the ideas in the order of their occurrence in time. It is also explain about

process or procedures, such as: give direction or instruction.

In order to compose chronological order essay of event, there are two important things to write good chronological order essay of event. They are discussing the events (in a history) in the order in which they occur and using transitional signals to indicate the sequence of events. Writing Center (2012) states that chronological order presents the details in the order in which they happened. This form is called time order or sequence of events. It means we take the topic sentence of a chronological order essay in some way indicates the time order. For example: we talk about computer. So, we will explain about the development, the growth, or the evolution of computer. This is called chronological essay event.

Beside that, we can tell about events over a period of time, such as: biography or autobiography. For example, we can review the history of labor unions before we discuss the current status. We write it using sequence of time to show clearly what happened.

Research Method

The design of this research was descriptive in nature. It described student's ability in writing a chronological order essay

of event. The population of this research was the third year students of English Department of FKIP Bung Hatta University who were registered in academic year 2010/2011. The total number of this population was 112 students. Each class consisted more or less of the 38 students.

In this research, the writer used cluster random sampling to select the sample. The students were selected in group who had similar characteristics and they were homogeneous. It means that the students have studied with the same teaching material, same syllabus, and by the same lecturer.

In selecting the sample, the writer chose one class as a sample. The writer wrote the name of each class (A, B, and C) on three small pieces of paper. Then, the writer rolled three pieces of paper and put them into a box. The writer shook the box and took one of the papers with close eyes. After following the steps, students in class B were chosen as the sample. When the writer took the data, this class was not complete. There are some students were absent. So, the writer took 27 students as the sample. It meant the writer took 24.11 % of the population as the sample.

The instrument that the writer used to collect the data in this research was writing

essay test. Here, the students were given five topics of chronological order essay of event by writer and they chose one of them. Then, they prepared to write the essay. The time that was given about 90 minutes. Some important aspects that would be considered in doing the test are organizing the ideas, grammar, vocabulary (word choice), transitional signals, and mechanics (punctuation, spelling, capitalization). Real test was done on 25 June 2013. To make sure the students understood the instruction and got enough time to do the test or not, whether the test was reliable or not, the writer would give try out the test to the students out of the samples.

The writer used content validity to see the validity of the test. It was because the content of the test is based on the syllabus or teaching material of Writing III and it fixed with material that has given to the students. To see the reliability of the test, the writer used two scorers method. It meant that there were two scorers. They were scorer 1 and scorer 2. The goal was to minimize the subjectivity in scoring. Beside that to calculate the coefficient correlation between two scorers, the writer used Pearson Product Moment Formula by Arikunto (2010:72).

The writer gave try-out test on 12 June 2013 and the writer found the

coefficient correlation of the two scorers was 0.90. The test had very high correlation and the test was reliable.

The writer collected the data by giving a writing test to the students. In technique of analyzing data, the writer analyzed the data based on the result of writing test, the writer presented the raw score. Then calculated the students' score, the mean, standard deviation (SD), classified the students who got high, moderate, or low ability, and counted the percentage of students' ability.

Findings and Discussions

Findings

Students' Ability in Writing Chronological Order Essay of Events

Based on the criteria of scoring, the maximum possible score for writing chronological order essay of events was 100 if the students' essay covered all of components, and the minimum possible score was 34 if the students' essay did not cover all of components. The result of data analysis showed the highest score based on students' answer sheet was 91.5 and the lowest score was 45. The result of mean was 74.11 and standard deviation was 10.41. The result of data analysis can be seen in table below.

**The Classification of Students' Ability
in Writing Chronological Order Essay of
Event**

The Score Range	Quality	Number of students	The percentage
>84.52	High	4	14.81 %
63.70 until 84.52	Moderate	20	74.07%
<63.70	Low	3	11.11 %
	Total	27	100 %

Students' Ability in Writing Organization
the Ideas

In this research, the maximum possible score for this component was 30 and the minimum possible score was 10. The result of data analysis to organize the content showed that the highest score was 29 and the lowest score 10. The writer counted the mean and standard deviation. The result of mean was 22.43 and standard deviation was 4.03. The result of data analysis can be seen in table below.

**The Classification of Students' Ability
in Organizing Ideas of Chronological Order
Essay of Events**

The Score Range	Quality	Number of students	The percentage
>26.46	High	5	18.52 %
18.40 until 26.46	Moderate	20	74.07 %
<18.40	Low	2	7.41 %
	Total	27	100 %

Students' Ability in Using Appropriate
Vocabulary

To find out the students' ability in using appropriate vocabulary of chronological order essay of event, the writer calculated the students' score. The maximum possible score for this component was 25 and the minimum possible score for this component was 10. The result of data analysis showed that the highest score of students' ability in using appropriate vocabulary in chronological order essay was 24 and the lowest score was 13.5. Then, the writer counted the mean and standard deviation. It was found that the mean was 20.72 and standard deviation was 2.16. The result of data analysis can be seen in table below.

The Classification of Students' Ability in Using Appropriate Vocabulary of Chronological Order Essay of Events

The Score Range	Quality	Number of students	The percentage
>22.88	High	2	7.41 %
18.56 until 22.88	Moderate	20	74.07 %
< 18.56	Low	5	18.52 %
	Total	27	100 %

Students' Ability in Using Grammar

In measuring the students' ability for this component, the maximum possible score for this component was 25 and the minimum possible score for this component was 10. The result showed that the highest score was 23.5 and the lowest score was 15.5. The writer counted the mean was 19.19 and standard deviation was 2.24. The result of data analysis can be seen in table below.

The Classification of Students' Ability in Using Grammar of Chronological Order Essay of Events

The Score Range	Quality	Number of students	The percentage
> 21.43	High	6	22.22 %
16.95 until 21.43	Moderate	16	59.26 %
< 16.95	Low	5	18.52 %
	Total	27	100 %

Students' Ability in Using Transitional Signals

After the writer analyzed the data in using transitional signals, the maximum possible score for this component was 15 and the minimum possible score for this component was 2. The result showed that the highest score was 15 and the lowest score was 3. The writer calculated the mean and standard deviation. It was found that the mean was 7.89 and standard deviation was 2.61. The result of data analysis can be seen in table below.

The Classification of Students' Ability in Using Transitional Signals of Chronological Order Essay of Events

The Score Range	Quality	Number of students	The percentage
>10.50	High	4	14.81 %
5.28 until 10.50	Moderate	19	70.37 %
< 5.28	Low	4	14.81 %
	Total	27	100 %

Students' Ability in Using Mechanics

In this case, the maximum possible score for this component was 5 and the minimum possible score for this component was 2. The result showed that the highest score was 5 and the lowest score was 2. The writer calculated the mean and standard deviation. It was found that the mean was

4.04 and standard deviation was 0.62. The result of data analysis can be seen in table below.

The Classification of Students' Ability in Using Mechanics of Chronological Order Essay of Events

The Score Range	Quality	Number of students	The percentage
>4.66	High	5	18.52 %
3.42 until 4.66	Moderate	19	70.37 %
< 3.42	Low	3	11.11 %
	Total	27	100 %

To make it clear, the number of percentage of students who was divided into each of the three categories was presented on the following table:

Table of Findings

No	Components	The percentage of the students' ability		
		High	Moderate	Low
1	Writing Chronological Order Essay of Event	11.11 %	70.37%	18.52 %
2	Organizing Ideas	18.52 %	74.07 %	7.41 %
3	Vocabulary	7.41 %	74.07 %	18.52 %
4	Grammar	22.22 %	59.26 %	18.52 %
5	Transitional Signals	14.81 %	70.37 %	14.81 %
6	Mechanics	18.52 %	70.37 %	11.11 %

Discussion

Students' Ability in Writing Chronological Order Essay of Events

Based on the students' answer sheet about chronological order essay of events, the students wrote their ideas clearly in body paragraphs but they could not write their ideas clearly in introductory paragraph and concluding paragraph. The students had not enough vocabulary. They also made errors in using grammar and transitional signals. In using mechanics, they still made mistakes in spelling, punctuation, and capitalization. It is caused the students did not understand enough about how to write introductory paragraph, body paragraph, and concluding paragraph, use appropriate vocabulary, grammar, transitional signals, and mechanics. Because of that, they made many mistakes in writing chronological order essay of events.

Students' Ability in Organizing Ideas

Based on the data, the students still had a problem in writing introductory paragraph, body paragraph, and concluding paragraph. In general, they had lack of expressing ideas was not clear. In writing introductory paragraph, for example: In writing introductory paragraph, for example: *I had*

bad experience when I was in the second semester. It happened when I was doing the final examination at Bung Hatta University. The students should have written more detail and more attract the readers' interest to read it. The example above should give addition: *In my life, I had bad experience when I studied at Bung Hatta University. It happened when I was doing the final examination in the second semester. Now, I wanted to tell you.*

In writing body paragraph, the students could write body in chronological order essay but still not clear and inappropriate with the writer's criteria, such the students wrote the sequence of events was stated but not clear. Sometimes the body paragraphs did not connect with the topic. For example: *In the first experience I went to my grandmother homes, when I arrived there it so fantastic time.....* .The example above should give addition: *In my first experience, I went to my grandmother's house. When I arrived at my grandmother's house, I had many times to do interesting activities*

In writing concluding paragraph, the students could summarize or review of the main points discussed in the body. For example: *That's my recent journey with my family. The place that we visited are Padang*

Panjang and Bukit Tinggi. We used a bus The example above should give addition: *That was my recent journey with my family. The places that we were visited are Padang Panjang and Bukit Tinggi. I felt happy because there were many activities that we did.....* .

Students' Ability in Using Vocabulary

In this case, the students' ability was moderate. For example:

1. Incorrect form: *bung hatta of university birth 1982.*

Correct form: *Bung Hatta university was born in 1982, or Bung Hatta university was founded in 1982*

2. Incorrect form: *When I used to a boy*

Correct form: *When I was a child*

3. Incorrect form: *I had bad experience when I was in two semesters.*

Correct form: *I had bad experience when I was in the second semester.*

Students' Ability in Using Grammar

Based on data, 5 students still had problem in grammar. They made error of grammar frequently. The readers had difficult to understand what a writer talked about. Based on theory, without having knowledge of grammar, the writer cannot

make her/his language communicative. For example:

1. Incorrect form: we swimming to enjoy the atmosphere in Kayutanam.

Correct form: we swam to enjoy the atmosphere in KayuTanam.

2. Incorrect form: Last year is really interesting vacation.

Correct form: Last year was a very interesting vacation.

3. Incorrect form: This experience is happened when I was in senior high school.

Correct form: This experience was happened when I was in senior high school.

Students' Ability in Using Transitional Signals

In using transitional signals, the students' ability was moderate. Based on data, 4 students still had problem in transitional signals. For example:

1. Incorrect form: 2012, I graduated from senior high school.

Correct form: In 2012, I graduated senior high school.

2. Incorrect form: In the second day, we climbed the top of Merapi.

Correct form: On the second day, we climbed the top of Merapi.

Students' Ability in Using Mechanics

In using transitional signals, the students' ability was moderate. Based on data, 3 students still had problem in transitional signals. For example:

1. Incorrect form: Before we leaved for the island, we prepared everything that we needed for the journey.

Correct form: Before we left the island we prepared everything that we were needed for the journey.

2. Incorrect form: Exacly, I love indonesia food.

Correct form: Exactly, I love Indonesian food.

Conclusions

Based on the finding and discussion, the writer concluded that the ability of the third year students of Bung Hatta University to write chronological order essay of events was moderate. It was supported by the fact that 4 students (14.81 %) had high ability, 20 students (74.07 %) had moderate ability, and 3 students (11.11 %) had low ability.

1. The ability of the third year students of Bung Hatta University in writing organization the content of chronological order essay of event was moderate. It was

shown from the data that there were 20 students (74.07 %) had moderate ability.

2. The ability of the third year students of Bung Hatta University in writing appropriate vocabulary of chronological order essay of event was moderate. It was shown from the data that there were 20 students (74.07 %) had moderate ability.

3. The ability of the third year students of Bung Hatta University in writing grammar of chronological order essay of event was moderate. It was shown from the data that there were 16 students (59.26 %) had moderate ability.

4. The ability of the third year students of Bung Hatta University in writing transitional signals of chronological order essay of event was moderate. It was shown from the data that there were 19 students (70.37 %) had moderate ability.

5. The ability of the third year students of Bung Hatta University in writing mechanics of chronological order essay of event was moderate. It was shown from the data that there were 19 students (70.37 %) had moderate ability.

Acknowledgments

This thesis could not be completed without a great deal of helping from many people. The deep regards and gratitude are

expressed to her advisors, Dra. Fatimah Tanjung, M.Hum as the first advisor and Dr. H. WelyaRoza, M.Pd as the second advisor. The writer would like to thank for their guidance, suggestions, criticisms, and advices for the improvement of this thesis.

Next, her gratitude is also presented to Dr. Marsis, M. Pd as the Dean of Teacher Training and Education Faculty of Bung Hatta University and Drs. Khairudin, M. Si as the Vice Dean of Teacher Training and Education Faculty of Bung Hatta University.

She would also like to express her gratitude and appreciation to Dra. Ernati, M.Pd as the head of English Department and Dra. Lisa Tavriyanti, M. Pd as the secretary of English Department and all of lecturers who have taught and guided her study at English Department.

Then, special great pride goes to her lovely father, H. TaufikMaskat, SH and also for her inspiring mother, Sutini, SH for all their greatest support, motivations, giving spirit, and giving materials.

Bibliography

- Arikunto, Suharsimi. 2010. *Dasar-dasarEvaluasiPendidikan*. Jakarta: BumiAksara
- Gay, L. R. 1987. *Educational Research: Competencies for Analysis and*

Application. Third Edition. New York: Merrill Publishing Company.

Oshima, Alice and Hogue, Ann. 1991. *Writing Academic English*. Third Edition. New York : Addison Wesley Publishing Company.

The National Council of English Teachers. 1985. *Writing K-7: Teachers Notes* Sydney: National Library of Australia Publication.

Wikipedia. 2013. *Chronology*. (Online) <http://en.wikipedia.org/wiki/Chronology> [Accessed on March 28, 2013 at 16.00]

Writing Center. 2012. *Writing Tips: Essay Organization*. Las Vegas: University of Nevada. Available from: <http://writingcenter.unlv.edu/writing/organization.html> [Accessed on April 2, 2013 at 20.00].