

AN INQUIRY ON THE STUDENTS' WRITING COMPETENCE OF ANALYTICAL EXPOSITION TEXT

Samsul Amri

English Study Program FKIP UNISI Tembilahan

E-mail : mr.amri85@gmail.com

Abstract

Writing competence has been being appealing topic to investigate in order to achieve adequate and accurate final statement. One of the phenomena was on writing Analytical Exposition text. It is one of genres that is taught for Senior High School students. This existing study purposed to settle to what extent the students' writing competence of Analytical Exposition text. To augment the objective, it was designed as survey research, which took 40 students of the elventh grade of SMA Muhammadiyah Tembilahan as the participants. They were asked for writing an Analytical Exposition text. The assessment aspects involved grammar, vocabulary, mechanics, fluency, and organization. After analyzing the data, the results display that the students' competence on each of writing component was extremely diverse. Their grammar competence was 72.5, which was in good level, vocabulary mastery was 74.38, which was categorized as good level, mechanic mastery was 67.92, which was in enough level, fluency was in 64.17, which was classified as enough level, and organization was 68.33 which was in enough category. Then overall the students' writing competence was 69.4 which was classified as enough level. It is suggested that they need to refine their performance to get better results.

Key words: *Analytical Exposition Text, Writing Competence*

Abstrak

Kemampuan menulis telah menjadi topik menarik untuk dikaji dalam rangka mencapai kesimpulan yang tepat dan akurat. Salah satu nya adalah dalam hal menulis teks Analitikal Eksposisi. Ini adalah salah satu jenis teks yang diajarkan untuk siswa SMA. Penelitian ini bertujuan untuk menentukan sejauh mana kompetensi menulis siswa pada teks Analitikal Eksposisi. Untuk mencapai tujuan tersebut, penelitian ini dirancang sebagai penelitian survei, yang mengambil 40 siswa dari kelas sebelas SMA Muhammadiyah Tembilahan sebagai peserta. Mereka diminta untuk menulis sebuah teks Analitikal Eksposisi. Indikator penilaian mencakup tata bahasa, kosa kata, tandabaca, kelancaran, dan organisasi (struktur). Setelah menganalisis data, hasil menunjukkan bahwa kompetensi siswa pada masing-masing komponen menulis sangat bervariasi. Kompetensi tata bahasa mereka adalah 72,5, yang berada di tingkat baik, penguasaan kosakata adalah 74,38, yang dikategorikan sebagai tingkat yang baik, penguasaan mekanik (tandabaca) adalah 67,92, yang berada di tingkat yang cukup, kefasihan adalah 64,17, yang diklasifikasikan sebagai tingkat yang cukup, dan organisasi adalah 68,33 yang di kategorikan cukup. Kemudian keseluruhan kompetensi menulis siswa adalah 69,4 yang diklasifikasikan sebagai tingkat yang cukup. Disarankan bahwa mereka perlu untuk meningkatkan kinerja mereka untuk mendapatkan hasil yang lebih baik.

Kata kunci: *Teks Analytical Eksposisi, Kemampuan Menulis*

INTRODUCTION

As the most well-known international language used by global society, English bridges everyone in the world (Kumar, 2009). It constrains ones easier to allot and transfer their notions to others. English appears in almost our surroundings. There is no single school that is not ready English as its subject. Most of things uses English as their guidelines, for example television guidebook, menu recipes and others. Work forces, especially international work forces, require English as one skill mastered by their workers. Consequently, it is very critical to subdue English if one craves to tackle this era well. According to Depdiknas (2009), there are four primary skills in English; they are listening, speaking, reading and writing. Each retains the same importance. There is none that the most important than the others.

Writing is the process of expressing conjectures until get the product of writing. Through writing, a writer can transfer information and knowledge to the readers, so it can converse between the writer and the readers. Jain and Patel (2008) points out writing as fundamental features of learning a language because it outfits a

good means of foxing the vocabulary, spelling, and sentence structure. It implies that writing is a required features to be learned by the students. it changes diction, spelling, and sentence pattern.

In fact, teaching writing is not easy as it looks. It is compounded and puzzling to teach, not only requiring capability of language rules and rhetorical appliance, but also of theoretical and judgmental substances. It implies that in teaching writing, the teacher is supposed to assist students to compose their notions by using compatible grammar, vocabulary and punctuation which are some dimensions showing the attainment of writing (Heaton, 2005: 135).

Additionally, Oshima and Hogue (2009:8), Brown (2001:335), Myles (2002:1) and Mumtaz (2007:15) convey that writing is complicated to be applied, due to students' consideration needs of writing to construct stable composition. Composition products are the process determination of thinking, drafting, and revising. Then, composition skill is not a naturally secured skill; it is accomplished or transferred as a alliance of practices in formal instructional settings and

process. It must be trained through practice. It is a compounded process including the capacity to confer in the written form and to arrange a text to express one's point of views effectively.

Dealing with the Curriculum Based-School for Senior High School as well as referring to the Basic Competence (BC) of writing skill for the second year students, it is expected that the students are able to express meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently and understandably in the form of narrative, spoof, and analytical and hortatory exposition. In brief, teaching writing for the students is intended to encourage them how to be able to express both meaning and rhetorical in the form of some texts.

Recently, the term “genre or text” has been well-known for English teachers, and students of secondary schools. Chandler (2000:1) & Hartono (2005:4) clarify that the term “genre” comes from the French (and originally Latin), which means kind or class. It refers to a distinctive type of text or referring to particular text-types, not to traditional varieties literature. It has particular social and communicative objective and level of context.

One of the texts is analytical exposition text. It is a kind of genres to argue that something is the case which presents some arguments in such a way that it sounds like the writer is an authority on the subject (Pardiyono, 2007; Cahyono & Purnama, 2009:1; Agus, 2011; Hartono, 2006). In designing, it needs the critical thinking from students about the phenomenon surrounding. It provides some facts to support their opinions. To make the persuasion stronger, the speaker or writer hands over some arguments as the primary reasons why something is the case. it can be as scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. It is well-known among science, academic community and educated people. The students enable to do cooperatively to analyze the issue of writing to attain more information from various sources and the features of analytical exposition text. Then, they write it based on the organization and linguistic features of analytical exposition text. In short, analytical exposition text is a sort of genre which has fundamental objective to persuade the readers or listeners to receive the notion that given by an author through

presenting rationally arguments. Moreover, it may be obviously seen that it comprises three principles schematic structures, which involve thesis, arguments, and reiteration which each of the components has its own function on the text.

The reasons for conducting this study since the students have got learning experiences on analytical text. They have analyzed the characteristics of analytical exposition text, they were free to discuss and used many sources to support their arguments toward something in the case, and trained them to present their arguments in front of another students.

Additionally, some related studies were reviewed to gain substantial contribution of the previous researches. Silfia (2013) investigated students' difficulties in comprehending the analytical exposition texts which were encountered by the EFL of senior high school students. The results presented that there were some causes that they got in reading; they read literally without bringing in prior knowledge and difficulties in recognizing the indicators of analytical exposition text; the social function, generic feature and language features of

the text. Then, Wulandari (2011) undertook a study on maximizing writing analytical exposition text by using LEET (label, explanation, example and tie-back). The result of this study shows that the score of post test is higher than pretest. The result of t-observation is higher than t-table that uses level of significant 5% ($11.43 > 2.04$). It implies that LEET as prewriting technique in process of learning English could bring better results on the students' composition. Moreover, Bachtiar and Sagala (2011) investigated on improving writing skill of analytical exposition text through Guided Writing Technique for EFL students. Dealing with diary notes, observation sheets, questionnaire sheets, and interview reports, it was found that the teaching-learning process ran well. The students were active, interested, and enthusiastic in writing. The results indicated that the technique improved their writing skill.

It seems that the issue of analytical exposition texts has been widely studied in other language skills and research designs. The issue of writing skill has been under discussion now on. In other words, knowing the students' writing competence of

analytical text would give substantial for further decision. Thus, this study aimed at discussing on the issue. Specifically, this existing inquiry settled to what extent the students' writing competence of analytical exposition text at Grade XI of SMA Muhammadiyah Tembilahan Kab. Indragiri Hilir – Riau.

METHOD

This inquiry was designed survey or descriptive research. Descriptive research is critical as surveys abound in educational research and utilized by many researchers as an investigative tool to collect data in order to address educational questions (Gay, et al., 2006). Then Creswell (2005:354) defines that survey studies are procedures in quantitative or qualitative approach in which the researchers undertake a survey to a sample or to the entire population of people in order to describe attitudes, opinions, behaviours, or characteristics of the population. In this present survey, the researcher aimed at analyzing the students' writing competence of Analytical exposition text.

Participants in this study were 40 students who had been admitted into Grade XI of SMA Muhammadiyah

Tembilahan. They have been studying how to compose analytical exposition text. It implied that they have had compatible knowledge in composing analytical text. The total sampling technique was utilized to select the sample, since the number of the students were relatively small. Riduwan (2005) emphasizes that total sampling is in which all population desired are selected as samples.

Furthermore, The data were collected by using written test. The students were asked for writing an analytical exposition text. There were some topics (1) Education is a place search knowledge; (2) Internet is a place to search information; (3) English is an international language; and (4) Smoking is bad for our healthy. The students should choose one of them. They were handed over 60 minutes to accomplish their composition project.

Then, the researcher analyzed the data by using descriptive statistical analysis; which covered individual score, percentage, mean score, and level ability. In assessing the students' work papers, the researcher used analytic scoring rubric of writing which taken from Hughes (2003: 101-102). This scoring rubric covers five components

of composition; grammar, vocabulary, fluency, mechanics and organization. The marginal score was between 1 to 6. To be easier in calculating the score, the researcher converted the scores into tens forms.

FINDINGS AND DISCUSSION

Findings

After collecting the data by using writing test, the researcher assessed the students' work by considering the writing scoring rubric which was proposed by Hughes (2003). There are five components of writing that would be the consideration in scoring the students' writing competence; grammar, vocabulary, mechanics, fluency and organization. To simplify in analyzing and interpreting the data, the row score

which were gained in ones value (1 – 6) would be converted into tens value (00 – 100). Moreover, it would be more compatible with the classification of the students' writing competence which was designed in tens values. The following were the findings of the research:

The students' competence in each of writing aspects

1. Grammar

Grammar has substantial role in writing. It aims at constructing sentences correctly. In writing analytical exposition texts, it is commonly used present tense, compound and complex sentences, modal, adverb, and subjective pronouns. The results could be as follows:

Table 1. The students' competence of grammar aspect in writing

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage (%)</i>
1	80 - 100	Very Good	21	52,5
2	70 - 79	Good	2	5
3	60 - 69	Enough	8	20
4	50 - 59	Low	9	22,5
5	00 - 49	Very Low	0	0
Total			40	100
Mean				72.5

The data presents the students' competence of grammar in writing analytical exposition text. It could be

found that there were 21 students (52.5%) gained the top score which was very good level. Then five students

(5%) were classified into good category, eight students (20%) could be in enough level, and nine students (22.5%) were placed into low level. Overall, their competence was in enough classification. It was proven by the average score that was 72.5. In brief, the students' competence in using appropriate grammar in writing analytical text was varied. Some of them could enable to use present tense, compound and complex sentences,

modal, adverb, and subjective pronouns properly.

2. Vocabulary

The second aspect in writing is vocabulary. In this case, the students' would be evaluated related to how well they could appropriate dictions in their writing. Mostly in writing analytical exposition text, it uses emotive words, qualified statement words, linking arguments words. The results were as in the following table:

Table 2. The students' competence of vocabulary aspect in writing

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage</i>
1	80 - 100	Very Good	20	50
2	70 - 79	Good	3	7.5
3	60 - 69	Enough	13	32.5
4	50 - 59	Low	4	10
5	00 - 49	Very Low	0	0
Total			40	100
Mean			74.38	

Dealing with the table above, it was obviously described the students' competence in properly vocabulary and dictions in thwir writing of analytical exposition texts. It could be found that there were half of the students that was 50% of them were classified into very good level. Moreover, there were three students (7.5%) who could achieved good level, thirteen students (32.5%) were in enough level, four students

(10%) could be in low category. There was no student in very low classification. On the whole, the students' competence of vocabulary in writing was good category, which was mean score 74.38. To sum up, the students ability in using suitable diction while composing analytical text was diverse.

3. Mechanics

Using correct mechanics in writing is essential. It relates to the use of punctuations (capital letters, small

letters, comma, colon, semicolon, period and others) and spellings. The results of the analysis could be presented in the following table:

Table 3. The students' competence of mechanics aspect in writing

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage</i>
1	80 - 100	Very Good	9	22.5
2	70 - 79	Good	5	12.5
3	60 - 69	Enough	15	37.5
4	50 - 59	Low	11	27.5
5	00 - 49	Very Low	0	0
Total			40	100
Mean			67.92	

The table above gives information about the students' competence in using compatible punctuations and spellings. Then it was extremely clear that of 40 students, there were nine students (22.5%) who could achieve the best score which was very good level. Moreover, there were five students (12.5%) who were categorized into good level, fifteen students (37.5%) gained the score in enough level, eleven students (27.5%) were placed into low category, and none of them were in very low level. It seemed that the highest percentage was in enough level. Roundly, the students' competence in using appropriate

punctuations and spellings were categorized as enough level. It was supported by the average score, 67.92. In short, it could be found that the students' competence was ranged from low to very good classification. In other words, their competence was dissimilar from one to others.

4. Fluency

The other aspect of writing assessment was fluency, which concerns on choice of structure, vocabulary consistently appropriate, and compatible composition content. The results of analysis could be described as follows:

Table 4. The students' competence of fluency aspect in writing

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage</i>
1	80 - 100	Very Good	8	20
2	70 - 79	Good	5	12.5
3	60 - 69	Enough	12	30
4	50 - 59	Low	11	27.5
5	00 - 49	Very Low	4	10
Total			40	100
Mean			64.17	

Referring to the emperical data above, it was found the students' competence in presenting their ideas in choosing vocabulary consistency as well as how easy their composition to read or understand. Moreover, it could be discovered that there were eight students (20%) who succeeded to gain the maximum level, very good level. Then five students (12.5%) enabled to obtained into good level. It seemed that not more than fifty percent of them who could reach into good and very good level. Additionally, there were twelve (30%) of the students who were classified into enough level, eleven students (27.5%) got low level, and four students (10%) were categorized as very low level. Overall, their ability in applying compatible fluency in their composition was only in enough

category. It was supported by the emperical data of average score which was 64.17. In summary, the students' capacity in fluency aspect of writing analytical exposition text was varies greatly. It was ranging from the lowest category [very low] to the highest level [very good]. It could be seen that their potentiality needed to improve in order to gain better results.

5. Organization

The last component of writing assessment was organization. It concerns on writing with high organization. In writing analytical exposition text, organization must cover thesis, arguments, and reiteration. The results of the analysis could be displayed in the following table:

Table 5. The students' competence of organization aspect in writing

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage</i>
1	80 - 100	Very Good	10	25
2	70 - 79	Good	6	15
3	60 - 69	Enough	14	35
4	50 - 59	Low	9	22.5
5	00 - 49	Very Low	1	2.5
Total			40	100
Mean				68.33

The table above provides information which related to the students' competence in employing organization of analytical exposition text in writing. It might be discovered that ten students (25%) could succeeded to reach the top score which was very good level. It was followed by six students (15%) who could gain into good level. Furthermore, there were fourteen (35%) of the students who got enough level, nine students (22.5%) were placed into low category, and one student (2.5%) were categorized as very low level. On the whole, their potentiality was classified as enough level, which was proven by the average score 68.33. As a conclusion, their prosperity in using organization of the analytical exposition text, which covers

thesis, arguments and reiteration, was stretching from the minimum category [very low] to the maximum category [very good]. However, it was found that none more than the fifty percent of the students who achieved good and very good categories. In other words, their competence need to upgrade to get better results.

The students' overall writing competence

After analyzing the students' competence in each of the writing components, the researcher analyzed their entire potentiality in writing analytical exposition text. The analysis results could be displayed the following table:

Table 6. The students' writing competence of analytical exposition text

<i>No</i>	<i>Score</i>	<i>Level</i>	<i>f</i>	<i>Percentage</i>
1	80 - 100	Very Good	4	10
2	70 - 79	Good	18	45
3	60 - 69	Enough	15	37.5
4	50 - 59	Low	3	7.5
5	00 - 49	Very Low	0	0
Total			40	100
Mean			69.4	

The supporting data above shows the students' writing competence of analytical exposition text. The interval score was starting from the minimum score [0 = zero] to the maximum score [100], then the lowest category was very low and the highest was very good. Moreover, it was obviously depicted that there four students (10%) who could get the top point, very good level. Then eighteen students (45%) were classified as good level, fifteen students (37.5%) were categorized as enough level, three students (7.5%) were placed as low level, and no one was in very low level. The findings revealed that the students' writing competence of analytical exposition text was ranging from low into very good categories. The highest percentage belonged to good level, and the lowest percentage was in low level.

This proof gave positive notion that the students' writing competence was positive greatly. Moreover, on the whole the students' writing capacity was categorized as enough level. It was proved by the average value that was 69.4. This score was placed into interval score 60 – 69, which was as enough level.

Discussion

This current analysis purposed to expanding the previous researches that focused on writing investigation. It particularly aimed at ascertain the students' writing competence of analytical exposition texts, which was undertaken at Grade XI SMA Muhammadiyah Tembilihan. Referring to the empirical data, there were some points that should be discussed.

Firtsly, it was concerning on the students' capability in using each of writing components; grammar, vocabulary, mechanics, fluency, and orgainzation. The emperical and analysis have shown that their capability were diverse from one indicator to others. They were for grammar aspect the mean score was 72.29 which was classified as good level, vocabulry aspect was categorized as good level by averarge score 74.38, mechanics aspect was placed in enough classification where the mean score was 67.93, fluency aspect was as enough level by supoorted the mean score 64.17, and organization aspect was placed in mean score 68.33 and categorized in enough level. *Secondly*, on the whole of the students' writing potentiality was classified as enough category by supported the mean score 69.4.

Those findings were supported by discussing with the previous studies such as Yuliana (2015) who investigated the effectiveness of Group Investigation Technique to improve students' ability in writing skill on analytical exposition text on the second grade students of SMA Pawyatan Daha Kediri. The results revealed that the students' writing ability was also in

various of level before and after implementing the technique, which the research improve the students' ability in writing, It looks from their score in doing test in every cycle. The last cycle show the significant improvement of students' ability. Score from pre-cycle was 57.71, the score from the first cycle was 65.71, and score from the second was 75. Although, her study was designed in Classroom Action Research by applying Group Investigation Technique, it could be taken a relationship with this current studies that the students' writing competence of analytical texts was less and more in enough to good level.

In line this point, other research finding was gained from Wulandari (2011) who carried out an analysis on the Ability of Writing Analytical Exposition Text of the Eleventh Grade Students of SMA N 2 Kudus which taught by using LEET (Label, Explanation, Example and Tie-back). The result of this study shows that the students' ability in writing analytical exposition text before being taught by using LEET is fair (Mean 69.53 and Standard deviation 5.4). Meanwhile, the students' ability in writing analytical exposition text after being taught by

using LEET is good (Mean 77.97 and Standard deviation 5.82). From this data result, it can be shown that the score of post test is higher than pretest. The result of t-observation is higher than t-table that uses level of significant 5% ($11.43 > 2.04$). Dealing with the results gained, it could be implied that the students' writing skill of analytical exposition text was similar with the result of this present study which was ranging in enough to good levels.

To summarize, writing competence is an substantial skill students. It supports them in undergoing their carrier in the future as well as helps them to think creatively critically, and logically. This inquiry focused on the analysis of the students' writing competence of analytical exposition text as one of the texts that is taught for senior high school level. The results have shown that their writing capability was varied greatly, which was supported by their range score low to very good levels.

CONCLUSION

It was non-experimental study. The fundamental goal of the inquiry was to investigate and describe to what extent the writing competence of

analytical exposition texts written by the grade XI students of SMA Muhammdiyah Tembilahan. As conclusion, the students' performance was really in various each others. It was ranging from the lowest category, very low, till the highest category, very good. Moreover, their ability entirely was in enough classification. It can be implied that some of the students have understood how to compose analytical exposition texts. Consequently, they can gain good results. Meanwhile, some of them have not really recognized how to write analytical exposition texts, which cause them get unsatisfied results.

It is suggested that the students need to improve their potentiality in writing of analitical exposition texts. It can be done by understanding more about the texts and doing more amount proportion in writing. Then they also need to familiarize to the topic of writing, how to organize the ideas, and how to support their points.

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