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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is the learning process of shaping experience into text and allowing the writer to discover, develop, clarify and communicate his/her thoughts and feeling as free as we can because writing requires and supports the developments of our thinking skills. It can be an act of discovery of communication and act of joy. Therefore, Heaton (1988) says that writing is difficult to teach because it includes complex cognitive activity in which ideas are normally delivered in printed language form, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgmental elements. Furthermore, writing is a process of expressing thoughts, emotions, recommendations, knowledge feelings, thinking, and experiences.

Writing is an activity that cannot be separated in daily life. Writing activities are always done by people every time and everywhere based on their thought. Many things can be shared or expressed by writing for instance; to give information, to persuade the readers, to entertain the readers that depend on the writer's purpose and willing. Pratama (2012) states that writing is an activity that can cover the range of uses that students will perform in their

daily lives that include filling form, making list, writing friendly letters, business letter, note taking and academic writing.

Although writing has been considered as an indispensable skill for language learners, it never seem an easy skill to be learnt. Nunan (2001) agree that writing is the most difficult thing to do with the language even in our native language. Moreover, Rass (2001) also stated that writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization. It means that writing is difficult for students as a non-native speaker. Students must be able to write analytical exposition text by knowing such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization.

Writing is an important skill to be mastered in learning English as a foreign language. According to Bello (1997), writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only means of communication where students can share their views and thought, it is actually a pre request to master other language skill.

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From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

a. The Purpose of Writing

Writing is an activity to pour someone's thoughts, ideas and feelings in written form. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and served as a means of indirect communication. The purpose of writing is based on the writer's purpose. According to Raimes (1983), the purposes of writing are to communicate with readers, to express ideas without the pressure of face to face communication, to explore subjects, and to record experiences.

In reference to that idea, Pratama states (2012) there are three purposes of writing based on the types of writing in English language learning. Those are:

1) Writing to inform a reader

The writer can share knowledge or information, give direction and state ideas to others. Informative writing involves describing events or experience, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform

something important to the reader. The information needs to be presented completely, clearly and accurately. In other words, informative writing is to give information and frequently to explain it which mainly focuses on the subject being discussed. The examples of writing to inform are newspaper articles, scientific or business reports, instruction or procedures, and essays for school and university

2) Writing to entertain a reader

Mostly, the reader likes to be entertained. They can be entertained by the funny, sad and serious story. An exciting plot can involve their emotions by creating feelings of suspense. Writing to entertain takes the form of imaginative writing or creative writing. The examples of imaginative writing are novels, stories, poem, song, lyrics, short play, and screenplay. Sometimes imaginative writing disguises itself as a true for added effect. For example, Malin Kundang Story. In Malin Kundang Story, although it is just story text, the writer should be able to make the story really alive and interesting, so the reader will engage their imagination and their feeling into the story.

3) Writing to persuade the reader.

Persuasive writing is purposed to persuade the readers to do something. it is an effort to influence others and initiate action or change. Persuasive writing also seeks to change the readers' mind or at

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least to bring the readers' point of view closer to the writer. This includes advertisements, some newspaper, magazine articles, essay, evaluation of the book, and controversial issues. This type of writing includes the opinion that is forced by evidence which rather than just as an expression of feeling.

Based on the explanation above, students should have a reason for what they write and what their purpose to write is. It will make the students easy to develop their ideas and decide the technique to achieve good writing.

b. The Process of Writing

Writing is not a natural activity because writing needs a long process which does not only have one action. The learner should practice and learn more to through their ideas into writing form. In other words, there are many things that should be done by a writer in writing activity. According to Pratama (2012), there are some of the steps to visualize the process of writing, they are planning, drafting, revising, editing and final.

1. Planning

Planning is the earliest stage of writing. Before the students write, the students need to explore their memory, text, notes, news, the internet, and the library in order to get information and ideas for their

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writing. to help the students in this stage, the teacher can introduce how to gather ideas by brainstorming, clustering, listing, mapping etc.

2. Drafting

In this stage, the students begin to develop their thoughts and idea into more concrete form. The processes are: who audience will be and the purpose of writing; write down the topic sentence, write detail, information, examples to support topic sentence; write paragraphs and follow outlines as closely as possible; do not think about grammar, spelling and punctuation, just put information as much as possible in their writing.

3. Revising

Revising is the more drafts which students should be able to manage their final writing. Students analyze the weakness of their initial drafts like to cut out or add other things to their text.

4. Editing

In editing session, the students recheck and edit their writing to make sure what they want to write as what they intend to say, including clarity of ideas to the sequence of paragraphs, the choice of words, the correctness or accuracy of text, punctuation, and spelling.

5. Final product

The students should improve their writing because writing is continuous product and it can be finished until the students feel satisfied with their work.

In addition, Syafi'i (2016) points out that there are three stages in producing a written product as follows:

Stage 1: Prewriting

Thinking before writing is the point of prewriting. The learner should know what they want to write, it means that at this stage the students need a preparation. Prewriting stage includes several steps:

- a. Choosing and narrowing a topic. Choosing and narrowing the topic is very crucial activity. Choosing and narrowing topic should be based on several major points. The point can be depicted as “knowledge and interesting”. Knowledge refers to writer’s knowledge capacity. The more knowledgeable writer is, the more qualified the product of writing can be produced. And interesting refers to the real condition of the topic. If the topic is interesting, the students will be easy to develop the topic on the paragraph.
- b. Brainstorming. In brainstorming activities, the students are intended to collect or generate ideas and detail in a process of writing. Brainstorming refers to the activities of storming the brain as to get

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started writing more quickly and economize time in the following stages of the writing process.

Stage II: Planning

In this part, the writer should know how to choose the topics and how to narrow it. Then writer needs to generate the ideas into text by brainstorming. Brainstorming is the most successful way to organize the ideas in making an outline. The most successful way to organize the ideas generated is that making an outline form of a brainstorming list

Stage III: Writing and Revising draft

Writing rough draft quickly can be done without stopping to think about grammar, spelling, or punctuation. It can be seen many errors in rough draft that should be revised. The most important here is to get the word into the paper. It means just writing as much as possible without thinking how much the error in grammar because it can be revised in the next step.

Based on the explanation above, it can be concluded that to make writing perfectly, the writing should be understood about writing process which consists of several important points. Hence, a piece of writing is always possible to review and revise more than one time.

c. Types of Writing

The difficulties of writing are not only determined with the aspects included in writing process. According to Horn, different types of writing

require different purposes. It is clear stated that different types of writing will need different action because different types of writing have different purposes. According to Syafi'i (2015) writing has five types of writing. They are descriptive, narrative, expository, persuasive, and argumentative paragraph. Besides, Horn also states that the writing have three types, they are, description, exposition, and narration or narrative.

1. Description tells about the description of something felt or looked or heard. It can be the description of places or things or person.
2. Exposition tells about something clearly, it usually contains answering the question what, how, and why. In this research, analytical exposition text is one kinds of exposition.
3. Persuasion tells about persuading readers to someone. It can be an opinion that must be supported by facts, example, physical description and others.
4. Narrative text tells about "what happened." It is a story. It can be found in novels, short stories, biographies. According to Syafi'i (2015) narrative text is a story telling, whether it tells a true story or fiction, it gives an account of one or more experience. Narrative text is a text that used in this research and for further information will be explain in the next section.

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2. The Nature of Writing Ability

SIL International (1999) stated that writing ability is a specific ability which helps the writer to put their ideas into words in meaningful form and interact with the message. Therefore, in writing we are trying to deliver our message, to share ideas and express thoughts and feeling to the readers in a meaningful written language by mastering all components of writing itself. Writing is an essential skill on language teaching besides reading, listening and speaking. It should be taught to the students in order to improve their skill in writing. Writing is the learning process of shaping experience into text and allowing the writer to discover, develop, clarify and communicate his/her thoughts and feeling as free as we can because writing requires and supports the developments of our thinking skills. It can be an act of discovery of communication and act of joy.

Therefore, Heaton (1988) says that writing is difficult to teach because it includes complex cognitive activity in which ideas are normally delivered in printed language form, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgmental elements. Furthermore, writing is a process of expressing thoughts, emotions, recommendations, knowledge feelings, thinking, and experiences.



Writing is one of the English skills that should be developed by the students inside and outside the classroom. According to Nunan (2001), learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language. According to Nation (2009), writing is an activity that can usefully be prepared for my work in the other skills of listening, speaking and reading. Writing activity cannot be separated by the other skills because it is related each other. The students will be easy to expand their writing skill if they do many preparations in other skills because base knowledge is needed by the learner. Writing is not easy because it needs ability in producing a word that should make the readers understand the meaning of the passage in our writing. Developing ideas in good writing is hard to challenge because it is not easy to transfer our ideas in such a good way in order that our reader will understand easily.

Writing is an activity that cannot be separated in daily life. Writing activities are always done by people every time and everywhere based on their thought. Many things can be shared or expressed by writing for instance; to give information, to persuade the readers, to entertain the readers and etc that depend on the writer's purpose and willing. Pratama (2012) states that writing is an activity that can cover the range of uses that students will

perform in their daily lives that include filling form, making list, writing friendly letters, business letter, note taking and academic writing.

According to Patel & Praven (2008), writing is essential features of learning language because it provides a very good means of foxing the vocabularies, spellings and sentence pattern. Meanwhile, in writing paragraph the students should concern on content, format, sentence structure, vocabulary, punctuation, spelling and letter formation and they must be able to structure and integrate information into a cohesive and coherent paragraph or text in order to make the reader gets the idea and understand the content easily.

In order to measure the students' writing ability, there are some aspect must be explained. According to Jacobs et.al. (1981) the aspect focuses on content, organization, vocabulary, language use, and mechanics. They are explained as follow:

1. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

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2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4. Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

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Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Meanwhile, Brown (2001) proposes five major aspects of writing that have to be required by a writer in producing a written text namely content, organization, grammar, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Grammar includes rules of verbs, agreement, articles, pronouns, etc. Vocabulary includes intended information, attitudes, feeling, and appropriate words including prefix, suffix, and also idioms. Mechanics include the use of spelling, punctuation, citation of reference, and appearance. In this research, the researcher applies those aspects of writing stated by Brown.

3. The Nature of Analytical Exposition Text

Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. According to Regina (1982), expository paragraph is a paragraph that explain or analyze a topic by using specific details and examples. According to Anderson (1997) analytical exposition is a type of spoken or written text that is intended to persuade the listeners or



readers that something is the case. From the theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborative that writers' idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

According to Anderson (1997) analytical exposition text has three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow:

1. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

a. Using simple present or simple past:

Example: Some of these illnesses are so bad that people can die from them (simple present tense)

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- b. Using internal conjunction: Elaborating and itemizing steps in an argument.

Example: Firstly, secondly, next, finally

- c. Using causal conjunction: The cause of an event

Example: Because, The cause of an event.

- d. Focusing on generic human and non-human participants

Example: Car, Pollution, Leaded petrol car

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration.

- a. Thesis

The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. It will be a background of the text that will lead the reader's thinking about the text. Besides, thesis is also used as the outline of the main argument, to be presented.

- b. Argument

The second part is called as argument. It has huge explanation about the idea of the text, where the students develop the text and think hard how their idea can be received. Simply, the students need to provide evidences, facts, and statistical data. The use of arguments is to restate

main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument.

c. Reiteration

The last one is reiteration. It is placed in the last paragraph of analytical exposition text. Its function is as restating the previous idea that convinces more the reader why the idea is very important to be. It is usually used for restating the writer's position and to conclude the whole argument.

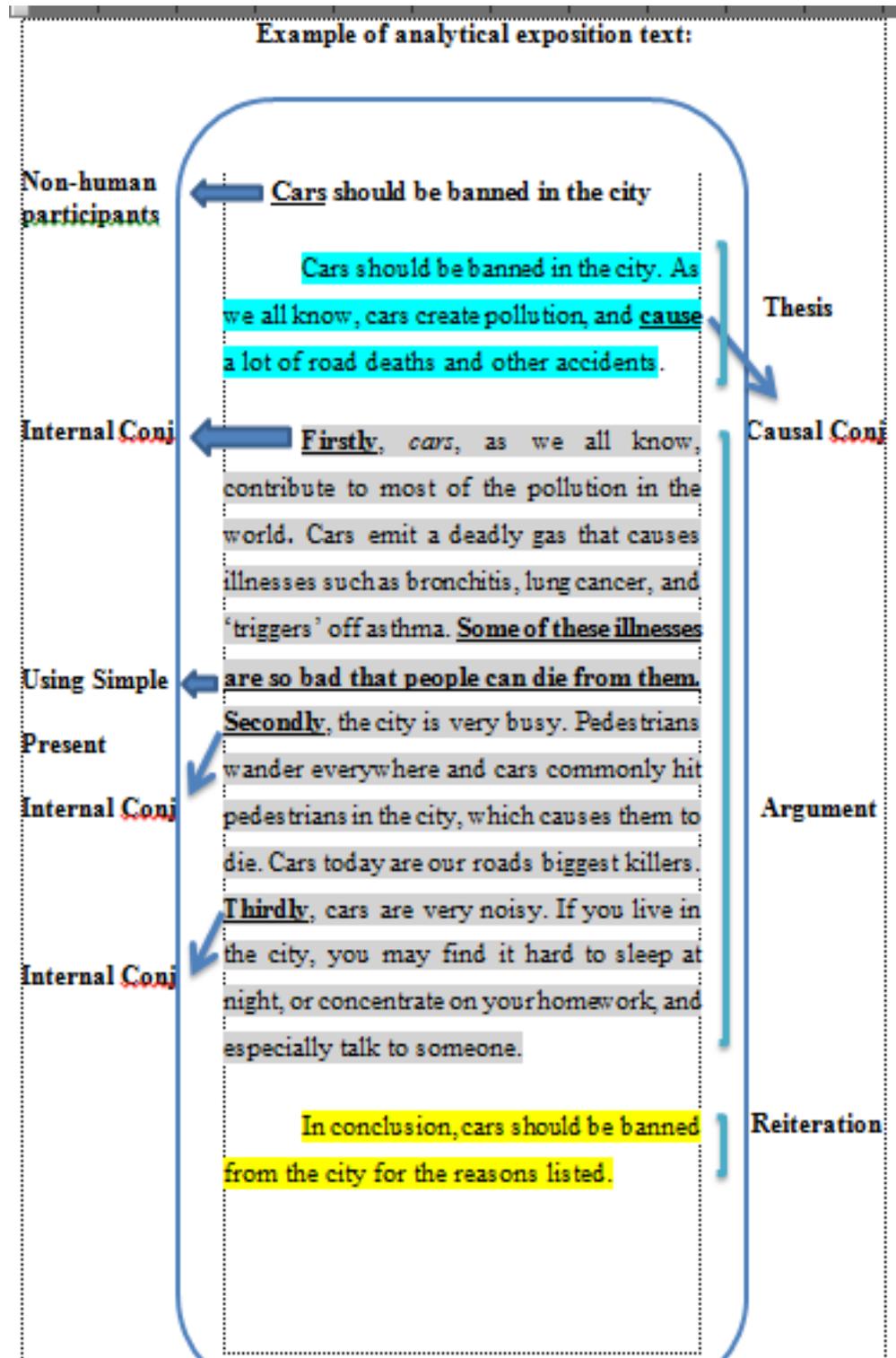
In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are two components in analytical exposition text. They are language features and generic structure.

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B. Relevant Research

1. (Irawan, 2013) *A Study on the first Year Students' Ability in Writing Descriptive Text at SMAN 5 Pekanbaru City*. The purpose of this study was to find out the students' ability in writing descriptive text. The type of research was descriptive research. The subject of this research was the first year students at SMAN 5 Pekanbaru City. The average score of the students' ability in finding organization, vocabulary, grammar and spelling is categorized into good level. The average score of students' finding content was categorized into very good level. The result of data analysis was that their ability was categorized into good level. Therefore, it can be concluded that the students' ability in writing descriptive text at SMAN 5 Pekanbaru is categorized into good level.
2. Agustiani (2013) *An Analysis of the First Year Students' Ability in Comprehending Generic Structures and Identifying Language Features of Announcement Text at SMP Adabiah Padang*. The purpose was to describe the first year students' ability in comprehending and identifying the generic structures and language features of announcement text. The result of this research showed that in general the ability of the first year students' of SM Adabiah in comprehending generic structure and language features of announcement text was moderate. It was proved by the fact that majority students had moderate ability.

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Based on the relevant research above, it could be seen that it has similarity with this research; however, it also has differences starting from the total sample, the text focus, the technique on collecting, and the skill focus. In the first relevant research, the total sample 24 students, while in the second relevant research 33 students. The text focus in the first relevant research was descriptive text while in the second relevant research is announcement text. In the second relevant research the researcher used reading test in the form of multiple choice and the skill focus in the second research question was reading. The researcher just focuses on students' writing ability in analytical exposition text which the sample is 35 students' of senior high school. The data were collected using written test about making analytical exposition text.

C. Operational Concept

To clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is a descriptive research which intended to find out the students' writing ability in analytical exposition text at Senior High School 9 Pekanbaru. Therefore, in analyzing the problem in this research only use one variable. It is the students' writing ability in analytical exposition text. To operate the investigation on the variable, the researcher will work based on the following indicators:

- a. The students are able to write ideas clearly.
- b. The students are able to write thesis statement correctly
- c. The students are able to write sequence idea well.
- d. The students are able to write introduction
- e. The students are able to write conclusion
- f. The students are able to use simple present or simple past verb correctly.
- g. The students are able to write with appropriate word.
- h. The students are able to use appropriate spelling.

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