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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frameworks

1. The Concept of Writing Ability

a. The Definition of Writing

Writing is a process of producing words and sentences in a form of written language. It should be readable and understandable by the readers. Murcia (2001) said writing is a skill which enables a learner to plan and to rethink the communication process. It is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to reader. A writer must have good ideas, feelings, opinions, and be creative in his own thinking to make a reader understand and be satisfied.

Halliday in (Nunan 1991), has pointed out that speech is no less structured or complex than writing. It means that the students must understand what aspects involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these aspects in the correct form of writing. So, students are required to share information in his writing clearly to make the readers understand their writing easily.

Based on the ideas above, writing is a process of producing words and sentences in the form of written language to share ideas, opinions, thoughts and feelings to be read and understood by the readers.

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According to Carroll (1993) ability can be regarded as a trait to the extent that it exhibits some degree of stability or performance even over relatively long period of time. So, concept of ability is closely related to skills, competence, perform, and capacity of someone to do something. The definition of ability in this research refers to ability to generate ideas. Writing ability is specified ability which helps writers to put their ideas into words in meaningful form and interacts with the message. According to Reid (1993) writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In writing we could express our feelings or inform something to someone without speaking. It means that the communication is not only do by oral but also written form.

Being able to write is very important because writing is one of the core skills for success in education. The ability to write becomes an indispensable skill in students' life. Ability is a skill to do something, therefore writing ability can be defined as a skill to express ideas and knowledge of one person to convince the readers in written form. According Hughey (1983) writing ability is the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of medium

In brief, writing ability is a capability in delivering the ideas, thoughts, and feelings to the readers in the written form understandably. Writing ability is an important skill in which the students must master it. It

means that if the students are not able to master the aspects which are needed in writing ability skill as needed by the curriculum itself, so the learning of writing cannot be running well and effective.

b. Types of Writing

According to Jordan (2007) there are five types of writing: they are expository, narrative, persuasive, descriptive, and process writing.

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding.
- b. Narrative writing accounts for personal or fictional experiences, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.
- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.

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- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

c. The Components of Writing

There are some aspects of writing that should be considered by the writers. These aspects will determine whether our writing product is good or not. That is why it is very crucial to understand well the aspects of writing. Jacobs (1981) stated that there are five components of writing as follows:

1. Content

Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

2. Organization

Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized, and cohesive.

3. Vocabulary

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect their

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importance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

4. Language Use

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? is there basic agreement between sentence elements: auxiliary and verb? subject and verb? adjective and noun?. Then, other questions will appear asking the components of language use above.

5. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling is always making a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

According to Blancard and Root (2004) there are three elements of a good writing, they are:

1. Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or focus of that subject. This angle or focus of the subject is interesting for the writer and can be explored.

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2. Purpose

In writing something, it is important for us to determine our purpose of writing. there are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not exclusive because we can accomplish several purposes at the same time in a piece of writing.

3. Audience

According to Syafi'i *et al.* (2011) audience is one of the most crucial parts in term of writing. as a writer, we need communicate our messages, ideas or feelings to readers with a very clear meaning through a means of written communication. sKnowing audience will help us reach our goal of communciation clearly and effectively.

Based on the definition above, it can be concluded that writing is a way to communicate between a writer and the readers in written form, so a writer has to make the communication clearly by paying attention to the components of writing carefully.

d. Teaching Writing

Teaching writing refers to the activity of teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to understand well who his/her students are and how their ability.

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Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found.

Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these principles become the guide lines to achieve the goals of teaching writing. Nunan (2003) described the principles of teaching writing as follows:

1. Understand the students' reasons for writing

The teachers need to understand and convey the teachers' and the school's goals of study to make sense for the students. It means that the teacher should consider what the focus of writing is so that there is no dissatisfaction with writing instruction in writing class.

2. Provide many opportunities for students to write

Writing always improves with practice. The more practice, the more skill will be reached. The role of teacher here is carefully to create the lesson plans and make sure that the time for writing practice is completely enough. In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

3. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers give to the students. As the result, they will

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pay attention much on it and try to correct the errors. Besides, the teachers may use any kinds of strategy to response the students' writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problem and correct them on their own.

4. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

In conclusion, teaching writing is the activity of teacher to improve the students' ability in writing by using appropriate strategies and suitable materials. Then, the teacher should guiding their students become a good writer. The students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Good writers go through several steps to produce a piece of writing. Moreover, Steve Peha (2003) pointed out that there are six stages of writing process, they are pre-writing, drafting, sharing, revising, editing, and publishing. These stages are explained as follows:

1. Pre-writing

What is pre-Writing? As it's name implies, pre-writing is any writing we do before we start writing. It is also a way to get ideas. We all

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do a little bit of thinking before we write. Therefore, pre-writing is a time that we can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a little time to gather our thoughts and choose a direction before we start drafting.

What we do in pre-writing stage is doing what we need. We can read, make notes, scribble random thoughts or even make a web or a story map. we can do anything that will help us come up with good ideas for writing. It does not really matter what we do, as long as it involves turning on our brain and thinking about our topic. Finally, just write down whatever pops into our noggin. As the conclusion, in pre-writing step we try to choose a topic then make some notes about it.

2. Drafting

Drafting is something that is not finished yet. When we have thought about ideas during pre-writing, we may have even written a few notes about, now just let ourself go to write. Besides, drafting is a stage when we should start writing whatever in our mind and do not stop.

3. Sharing

Sharing means just what it says: sharing our work with other people and getting some feedback about how we are doing. For instance, most writers in a writer's workshop get response from other writers when they share their work in front of the whole group. Our piece does not have to be finished for us to share it. In fact, it's probably better for us to share it several times long before it is done, so we have a chance to make

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changes based on the comments that are received. In conclusion, in sharing stage we need to find our criteria, get other opinions and then think it over.

4. Revising

The word “revise” literally means “to see again”. This is what revising is all about. Having received comments about our piece during the responding stage, we can better see our writing now from the readers’ point of view. That’s the key. Up to this point, we have probably been more concerned about ourselves, what we wanted to say, how we felt about it, and things we wanted to conclude.

Revising is hard because it involves four distinctly different things we should do all at the same time: (1) Adding things; (2) Moving things; (3) Cutting things; and (4) Leaving things alone. We may read over a sentence, decide to add a few words here and there, realize that we need to move things around, then cut some words that do not belong, and all the while we are thinking about what we can leave alone. Besides, revising is the most important stage in writing process. It is where we should be spending most of our time so that revising will help us more than anything else to improve.

5. Editing

Editing refers to the only one thing: taking care of any problems we have with writing conventions like spelling, punctuation, grammar, and usage. It is also a hard stage. Because it needs more things than we can

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learn in any one of year in school. We should know a lot of words, understand how to use every type of punctuation needs, and so forth. Therefore, what we need to do in editing stage is that finding errors, making corrections, and producing clean copy.

6. Publishing

Publishing stage is a chance to prepare our writing to be reached by the audiences. But it is not necessary to publish our writing if we mind to. Moreover, publishing can be a very satisfying part of writing. It's fun to see our work all dressed up in a cool cover. In addition, the main point of publishing is to make our writing as readable as possible to our audiences.

After the students knew the process of writing and how in producing a good writing, the students also needs to know what the purposes of their writing are and who the readers will be. Finally, it makes them become easy to control their ideas, sentences even words in developing a good writing to achieve the purpose of writing. Grenville (2001), explained that there are three purposes of writing they are:

1. Writing to entertain

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quizzes. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a newspaper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the

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form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and screenplays.

2. Writing to inform

It tells the readers about something. Something that is important to be known by the readers including what, where, when, why and how it happens. It also reports the information as objectively as possible. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. Writing to persuade

Writing to persuade: to give reasons for or against something; to consider the pros and cons; to argue by giving reasons. It also means to convince the readers about something that is necessary to be discussed further. Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. The example of writing to persuade are argumentation text, expository text, speech and articles.

In conclusion, the students need to know the purposes of their writing, they are writing to entertain, writing to inform, and writing to persuade.

e. The Assessment of Writing

In assessing writing, the teacher cannot measure the students ability by giving them multiple choice or short answer that can be done in assessing reading or listening. The teacher should ask the students to write

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in order to know students' achievement. According to Brown (2001, p. 357), the categories for evaluating or assessing writing are: content, organization, vocabulary, language use, and mechanics.

In this research, the researcher use ESL composition profile to assess the students' ability in writing analytical exposition text. Hughey (1983) stated that ESL composition profile is an evaluation guide in order to provide a point of view, an outline of an ESL writer's success at composing or synthesizing the main elements of writing into a connected, coherent, effective piece of written discourse.

This profile contains five components content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The total weight for each component is further broken down into numerical ranges that correspond to four mastery levels: excellent, to very good, good to average, fair to poor, and very poor. It can be figured out as follows:

Table II.1
Composition for Scoring Writing

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to designed topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject,adequate range, limited development of rthesis, mostly relevant to topic, but lack details
	21-17	<i>Fair to Poor:</i> Limited Knowledge of subject little substance, inadequate development of topic

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	16-13	<i>Very Poor:</i> Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	20-18	<i>Excellent to Very Good:</i> Fluent Expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive
	17-14	<i>Good to Average:</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> Non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	<i>Excellent to Very Good:</i> Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning not obscured
	13-10	<i>Fair to poor:</i> Limited range, frequent errors of word or idiom form, choice usage, meaning confused or obscured
	9-7	<i>Very Poor:</i> Essentially translation, little knowledge of English vocabulary, idioms, word form, or enough to evaluate
Language Use	25-22	<i>Excellent to Very good:</i> Effective complex construction, few errors of agreement, tense, number, word order of functions, articles, pronouns, preparations
	21-18	<i>Good to Average:</i> Effective but simple constructions, minor, problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured
	17-11	<i>Fair to Poor:</i>

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		Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and fragments, deletions, meaning confused or obscured
	10-5	<i>Very Poor:</i> virtually no mastery of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate
Mechanics	5	<i>Excellent to Very good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	<i>Good to Average:</i> Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	<i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate

(Hughey, *et al.* 1983)

2. The Concept of Analytical Exposition Text

a. The Definition of Analytical Exposition Text

Analytical exposition is one of the expository texts. This is the common type of text in school and life. In exposition text the authors try to answer the question of why and how. Syafi'i (2011) said that expository text is to give information, to explain why and how, to clarify a process or to define a concept. Besides, a group of LAUSD High School teachers

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described that exposition is explaining something by using compare/contrast, problem-solution, speculations about cause-effect, and research. In addition, analytical exposition is a kind of text that is intended to explain why and how something happens by using compare/contrast, problem-solution, speculations about cause-effect, and research.

Analytical exposition text is also defined as a kind of text that presents one side of an issue in a form of arguments. Its social function is to persuade the readers that the idea is an important matter. That is why this text often uses expert sources and personal experiences as evidences to support the arguments being made. The logical evidences are going to be the proofs that the issue is a crucial thing to be discussed further. In conclusion, analytical exposition is a text that is intended to persuade readers by showing an issue, arguments and logical evidences.

Thus, it can be concluded that analytical exposition is one of expository texts that uses compare/contrast, problem-solution, and cause-effect to present thesis and arguments to persuade readers.

b. The Generic Structure of Analytical Exposition Text

Analytical exposition text can be found in legal defenses, spoken arguments, advertisement, announcement, radio commercial and leaflet. Related to the function, that is persuading the readers, analytical exposition text consists of the generic structures as follows:

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- 1) *Thesis*: thesis introduces a topic that will be discussed. Thesis also indicates the author's point of view. Therefore, thesis has always been in the first paragraph in analytical exposition text.
- 2) *Argumentation*: argumentation is a series of arguments that is presented to support the idea of the thesis. In addition, each argument should be followed by evidences in order to convince the readers that his/her point of view is perfectly true.
- 3) *Reiteration*: reiteration is rewriting or replacement of ideas that is contained in the first paragraph of the text. It is commonly called as the conclusion. Briefly, it can be said that reiteration is rewriting of the thesis as the conclusion of the text which strength the author's position, whether she/he agrees or disagree.

In addition, analytical exposition is a text that consists of three generic structures. There are thesis, that indicates the author' spoint of view, argumentation that supports the idea of the thesis, and reiteration that strengthens the author's position.

c. The Language Features of Analytical Exposition Text

As the other texts, analytical exposition has its own language features. The language features are defined as follows:

- 1) An analytical exposition focuses on generic human and not human participants.
- 2) It uses mental process. It is used to state what the writer thinks or feels about something.

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- 3) It uses emotive and evaluative words.
- 4) It often needs material processes. It is used to state what happens.
- 5) It usually uses simple present tense and present perfect tense.
- 6) Enumeration is sometimes necessary to show the list of given arguments, like firstly, secondly, finally, etc.

In addition, the language features above will be the characteristics of an analytical exposition text. It directly shows the purpose of analytical exposition text itself. Therefore, the writers need to use all the language features in writing analytical exposition text.

3. The Concept of Content-Purpose-Audience Strategy

a. The Definition of Content-Purpose-Audience Strategy

Content-Purpose-Audience strategy is a strategy that helps teacher in teaching writing, especially for expository, persuasive, informational, and research writing. Peha (2003) has pointed out that Content-Purpose-Audience strategy is a strategy for expository, persuasive, and research writing. These kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and the ability to anticipate and address your readers' question. In conclusion, Content-Purpose-Audience strategy is a good strategy which helps both teacher and students to improve the students' ability in writing analytical exposition text.

Content-Purpose-Audience is a writing strategy that helps student to developing idea in writing process. Peha (2003) states that Content-Purpose-Audience strategy is a terrific writing strategy that helps students

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to define their entire piece of writing. Besides, Content-Purpose-Audience strategy also works well as a revision strategy. It has six different boxes to fill up of the ideas in the boxes. It means that, the teacher can also use Content-Purpose-Audience strategy to help students to revise and fill up the chart completely in writing analytical exposition text. The students will use Content-Purpose-Audience chart to put the ideas that they got in the boxes. Thus, they make any revisions and inferences to rewrite the ideas of the boxes to become a new text.

Based on the explanation above, it is concluded that Content-Purpose-Audience strategy can be used for teaching writing of analytical exposition text. It is also good for making any revisions and inferences after we did writing of analytical exposition text.

b. Using Content-Purpose-Audience Strategy on Teaching Writing in Analytical Exposition Text

As the Strategy, Peha (2003) stated the student can fill in the CPA chart in any order that works for students. For the steps the teacher will asks the students to make a CPA chart that consists of six boxes first so they have something to focus on. They work as follows:

1. The students write the most important thing that they want the readers to know about their writing. It is written in the Main Idea box.
2. The students write the supporting details that support main idea. It is written in the Key Details box.

3. The students write what they want the readers to think after read their writing. It is written in the Think box.
4. The students write what they want the readers to do after read their writing. It is written in the Do box.
5. The students write the particular person or group they are waiting for. It is written in the People box.
6. The students write the things the readers will ask that have to answer. It is written in Questions box.
7. Then, the students read over their piece and try to fill up CPA chart completely.

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The CPA Chart

<p>MAIN IDEA The one most important thing you want your audience to know.</p>	<p>KEY DETAILS Significant information and examples that support your main idea.</p>
<p>THINK What you want your audience to think when they're done reading.</p>	<p>DO What you want your audience to do when they're done reading.</p>
<p>PEOPLE The particular person or group of people you are writing to.</p>	<p>QUESTIONS The things your audience will want to know about your topic.</p>

In conclusion, there are some steps that should be done by the teachers to apply Content-Purpose-Audience strategy. With these steps the students can develop ideas and make the students easy in writing analytical exposition text.

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c. The Advantages of Content-Purpose-Audience Strategy

As the explanation before, Content-Purpose-Audience strategy can assists the students in writing analytical exposition text. Therefore, the writer explains the advantages of Content-Purpose-Audience strategy as follows:

- 1) Content-Purpose-Audience strategy helps both teacher and students in writing analytical exposition text through the steps provided.
- 2) Content-Purpose-Audience strategy also guides the students to organize their ideas during the process of writing.
- 3) The students will be easy to gather all information by using Content-Purpose-Audience strategy become a good analytical exposition text.

In conclusion, Content-Purpose-Audience strategy is a good strategy that gives some advantages for teachers and students in analytical exposition text. As the result, it can be one of the effective strategies used by the teachers in teaching analytical exposition text.

B. The Relevant Research

According to Syafi'i (2013), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, informs the design, finding and conclusion of the previous research, they are:

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1. The relevant research of this study was conducted by Sijum Mides entitled "The Effect of Using Plus Minus Interesting (PMI) Technique on Students' Ability in Writing Analytical Exposition Text of the Second Year Students at State Senior High School 1 Koto Kampar Hulu of Kampar Regency". She tried to apply Plus Minus Interesting Technique to improve the students' ability in writing analytical exposition text. The steps of this technique were similar to the steps of Content-Purpose-Audience strategy in which the students are required to fill the three columns, they are Plus, Minus and Interesting column.

Sijum Midus explained that the students were able to express their ideas into a good analytical exposition text. They pleasantly used the Plus Minus Interesting columns as the guidelines in writing the thesis, argumentation and reiteration clearly. They were also able to select which ideas that belonged to the topic or issue and which ideas which did not. Based on the research findings, the researcher had successfully found the significant effect of using Plus Minus Interesting technique on students' ability in writing analytical exposition text of the Second Year Students at State Senior High School 1 Koto Kampar Hulu of Kampar Regency.

2. Another relevant research is a reasearch entitled "The Effect of Using What-Why-How Strategy on Students' Ability in Writing Analytical Exposition Text at State Senior High School 1 Kampar Regency" by Ernawati. She explained that it is better to use What-Why-How strategy during the process of the teaching and learning of writing, especially in

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writing analytical exposition text, this strategy assists the students to express their ideas into a good writing by filling up the What-Why-How Column. The steps of this strategy were similar to the steps of Content-Purpose-Audience strategy in which the students are required to fill the Content-Purpose-Audience chart.

Based on the research findings, it was indicated that the writing ability of grade XI students of State Senior High School 1 Kampar Regency improved after the implementation of What-Why-How in writing analytical exposition text.

C. The Operational Concept

In order to avoid misunderstanding and misinterpretation about this research, it is necessary to explain about the variables used in this study. The variables are the use of Content-Purpose-Audience strategy as the independent variable or variable X and students' ability in writing analytical exposition text as the dependent variable or variable Y. The variables need to be described operationally by particular words or indicators, so that they can be measured empirically. To operate the investigation on the variable, the researcher is going to work based on the following indicators:

1. The indicators of using of Content-Purpose-Audience strategy (Variable X)

According to Peha (2003), the indicators of using Content-Purpose-Audience strategy are as follows:

- a. The teacher assigns topics about analytical exposition text.

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- b. The teacher asks the student to make a CPA (Content-Purpose-Audience) chart that consists of six boxes.
- c. The teacher guides the students to write the most important thing that they want the readers to know about their writing. It is written in the Main Idea box.
- d. The teacher guides the students to write the supporting details that explain and support main idea. It is written in the Key Details box.
- e. The teacher guides the students to write what they want the readers to think after read their writing. It is written in the Think box.
- f. The teacher guides the students to write what they want the readers to do after read their writing. It is written in the Do box.
- g. The teacher guides the students to write the particular person or group they are waiting for. It is written in the People box.
- h. The teacher guides the students to write the things the readers will ask that have to answer. It is written in Questions box.
- i. Then, the teacher asks the students to read over their writing and try to fill up CPA (Content-Purpose-Audience) chart completely.
- j. The teacher asks the students to gather all ideas in the box to become a good text and add some information that is needed.

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2. The indicators of students' writing ability in analytical exposition text (Variable Y)

According to Jacobs (1981) in Syafi'i *et al.* (2011), the indicators of students' writing ability are as follows:

- a. The students are able to write the content of writing in analytical exposition text.
- b. The students are able to write the organization of writing in analytical exposition text.
- c. The students are able to write the vocabulary of writing in analytical exposition text.
- d. The students are able to write the language use of writing in analytical exposition text.
- e. The students are able to write the mechanics of writing in analytical exposition text.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that:

- a. There will be a significant effect of using Content-Purpose-Audience Strategy on improving students' writing ability in analytical exposition text.
- b. Teaching strategy can influence the students' ability in writing analytical exposition text.

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2. Hypothesis

H_a : There is a significant effect of using Content-Purpose-Audience strategy on students' ability in writing analytical exposition text at Senior High School 3 Rambah Hilir.

H_o : There is no significant effect of using Content-Purpose-Audience strategy on students' ability in writing analytical exposition text at Senior High School 3 Rambah Hilir.

