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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing is one of the language skills in English. It can be defined as productive skill. Writing as productive skill means that the process of producing something through written forms. According to Nunan (2003, p. 88) writing is both a process and a product. Talking about the writing as the process, they have already been thinking and how they are going to say it when the learners writing something down for the first time. After finishing the writing, they have to read over what they have been written and doing correction. Therefore, the learners should consider some processes like imagining, organizing, drafting, editing, reading, and re-reading in order that they can produce their ideas and thoughts into good written form. In addition, the written form of the learners' is the product that will be seen by the audience.

According to Babala (2012, p. 7) writing is considered as a difficult language skill which must be learned by the learners to conveyed their ideas. It means that the students should be able to state the idea effectively to get good ability in writing. Because writing is very important to be taught to the students in order to produce effectives and interesting composition.

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Pratama (2012, p. 1) stated that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Through writing, the message is created and delivered to the readers. Therefore, before writing we need to know what writing is, and what for writing is.

Furthermore, Richard (2003, p. 9) said that writing is a way of sharing personal meanings and writing courses emphasizes the power of the individual to construct his or her own views on a topic. It means that writing has the power function to send the researchers' message whether it is their ideas or even their thoughts. Moreover, the students should be able to catch the academic readers' understanding about the topic that the learners talking about.

Writing is how to produce a written product. The process involves a series of thinking activities in which the researchers have to transform their ideas coherently and cohesively into written text. According to Elbow in Brown (2001, p. 337) writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Researchers are not only required to transmit a message but also to grow and cook a message.

There are five components of writing that have been stated by Jacobs (1981, p. 2) those are:

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1. Content

Content is very important for the researcher in having the ability to think creatively and develop thought, excluding all irrelevant information.

2. Organization

Written form should be full of fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive.

3. Grammar

It is important for the students to master grammar because it is the basic to understand a language help student to make a text in writing.

4. Vocabulary

Vocabulary needs to be mastered by the writer. It should be sophisticated range, the effective in using word idiom, the suitable of word choice, and the appropriate of its usage. The language use is very important, because writing well is not easy.

5. Mechanics

Mechanics includes some matters such as spelling, punctuation, and capitalization. Spelling is important in order to make a meaningful writing. The meaning will change if a word is misspelled. Punctuation is needed to classify meaning and highlight structure and punctuation is a command for the reader to raise his

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voice or drop his speed and stop reading, the researcher should make how the written form can be understood easily.

So, based on the experts' explanation above, the researcher concludes that writing is one of ability in communicating by using text or written forms. It is an important way to communicate between the researcher and the reader. It involves the process, identifying the components of writing such as; content, organization, vocabulary, language use, and mechanics. The researcher takes all indicators of this writing component to be combined with indicators of analytical exposition text.

2. The Purpose of Writing

To know the purpose of writing is very important, because writing is a job that takes time and thought and not a game or recreation. If the student does not have a strong impulse to write a text, then the student is also unable to develop their ideas, thoughts, or their, or their feeling, Greenville (2001, p. 1) there are several parts of writing purpose. They are:

1) Writing to Entertain

Mostly, the readers like to be entertained. They can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so called 'imaginative writing' or 'creative writing (of course, all writing require some imaginative and creativity).

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Examples of imaginative writing are novels, stories, poems, lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

2) Writing to inform

In writing, the information needs to be presented completely clearly and accurately. Writing to inform is one of the most common purposes for writing. These kinds of writing can be ‘entertaining’ in the sense that they’re a good read. But entertaining the readers is not their main purposes that just a bonus. Examples of writing to inform are newspaper, articles, scientific or business report, instructions or procedures and essays for school and university.

3) Writing to persuade

Persuasive writing seeks to change the readers’ mind or at least to bring the readers’ point of view closer to the writers’. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

Based on the explanation above, the researcher concludes that there are four purposes of writing that should be known by the researcher. Relate to University of New York categories it, they

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are: (a) to express oneself (b) to provide information (c) to persuade (d) to create literary. So, which one we use for our needs, it depends on us. Writing gives much information there.

3. Types of Writing

According to Meer (2016) there are four types of writing are as follows:

1) Expository Writing

Expository writing main purpose is to explain. It is subject oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. The author just tells you about given subject, such as how to do something.

2) Descriptive writing

Descriptive writing main purpose is to describe. It is style of writing that focused on describing a character, an event, or a place in great detail. It can be poetic when the author takes the times to be very specific in his or her descriptions.

3) Persuasive Writing

Persuasive writing main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author point of view, persuasive writing contains justification and reason.

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It is often used in letters of complains, advertisement or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4) Narrative Writing

Narrative writing main purpose is to tell a story. The author will create different character and tell you what happens to them (sometimes the author writes from the point of view of one of the character this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

4. The Writing of Analytical Exposition Text

1. The Definition of Analytical Exposition Text

Analytical exposition is a text that elaborates the researcher's idea about the phenomenon surrounding. Its social function is to persuade the reader or listener that something is in case to concern and pay attention.

According to syllabus analytical exposition text is one of genres to be taught at senior high school. Gerrot and Wignell (1994, p. 156) stated that analytical exposition text is used to persuade the readers or listener about something in the case.

An analytical exposition text has an influencing process to bring the readers to do or do not something related to the case that is happening. In line with explanation related to Djuharie (2009, p. 161) analytical

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exposition text is a text that elaborates the researcher's idea about phenomenon surrounding. The researcher should give the opinions from the topic to make the reader easily get the purpose of the text.

According to Coffin in Putri (2013, p. 231) states that analytical exposition text is the text which is used to put forward a point of view or an argument. While Mali-Jali in Putri (2013, p. 291) said that the social function or the purpose of the analytical exposition text is to argue and give reasons for particular point of view of an issue.

So it can be concluded that analytical exposition is a type of text that have social function to convince the reader that the topic is presented is an important topic for discussion or attention by giving arguments or the opinions that support the idea or topic. As a result, the students' writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the researcher's idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use and mechanics.

2. The Generic Structure of Analytical Exposition Text.

The generics structure of analytical exposition usually has three components that have been mentioned by Gerrot and Wignell (1994, p. 156) they are:

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- a. Thesis statement in thesis statement the researcher introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.
- b. Argument, in argument the researcher presents arguments or opinion to support the researcher's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.
- c. Reiteration, in reiteration the last part of analytical exposition text. Reiteration contains restatement of the main idea on the first paragraph. It also called as a conclusion of the whole text.

3. Language Features of Analytical Exposition Text

The analytical exposition is also has several language features that are commonly used for the writing of the text. These language features usually called as lexico grammatical feature. According to Gerrot and Wignell(1994, p. 156) the significant grammatical features used in analytical exposition text are as follows: Focus on generic structure human and non-human participants, use of simple present tense, use of rational process, use of internal conjunction to stage argument, reasoning through causal conjunction or normalization.

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5. Writing Assessment of Analytical Exposition Text.

The purpose assessing the students' writing analytical exposition text is to know the students ability in writing and describe how far students understand about analytical exposition.

According to Jacobs (1981, p. 2) there are five components of writing, those are: first, content is very important for the researcher in having the ability to think creatively and develop thought, excluding all irrelevant information. Second, organization, the written form should be full of fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive. Third, vocabulary is very important in writing and vocabulary needs to be mastered by the researcher. Fourth, language Use, the language use is very important, because Writing well is not easy. It takes practice, as well as revision and editing. The last, mechanics is mechanical of writing such as demonstrates the mastery of conventions, good spelling, punctuation, capitalization, and paragraphing.

The generics structure of analytical exposition usually has three components that have been mentioned by Gerrot and Wignell (1994, p. 156) they are: First, thesis Statement is researcher introduce the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text. Next, argument is the researcher presents arguments or opinion to support the researcher's main idea. Usually in an analytical exposition text there are more than

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two arguments. Reiteration is the last part of analytical exposition text. The last, reiteration contains restatement of the main idea on the first paragraph. It also called as a conclusion of the whole text.

In this research, there are indicator will be 5 (five) indicators: content, organization, vocabulary, language use, and mechanic. And the indicators of analytical exposition text such as: thesis statement, argument, and reiteration. In conclusion, the student should comprehend analytical exposition text well in order to improve their writing analytical exposition text consists of writing and indicators of analytical exposition text component as follows:

Table II.1

Indicators of Writing of Analytical Exposition Text

Variable	Indicators
Writing of analytical exposition text	<ol style="list-style-type: none"> 1. Content 2. Organization 3. Vocabulary 4. Language use 5. Mechanic

According to Brown (2001, p. 335) says product assessment focused on assessing the students final composition, while Hyland (2004, p. 226) states that writing product can be assesses through employing some methods of scoring. An analytic scoring rubric, much like the checklist, allows for the separate evaluation of each factor. Analytic marking schemes are devised in an attempt to make explicit about their impressions. It uses of the criteria of the items measured.

The items measured are: relevance, and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purposes, accuracy of grammar, and mechanical accuracy for spelling and punctuation.

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Table II.2
Rubric Score for Writing Analytical Exposition Text

Aspect	Score	Performance description	Weighting
Content (C) 30% Topic Idea	4	The topic is complete and clear and the ideas are relating to the topic	3x
	3	The topic is complete and clear but the ideas are almost relating to the topic	
	2	The topic is complete and clear but the ideas are not relating to the topic	
	1	The topic is not clear and the ideas are not relating to the topic	
Organization (O) 20% Thesis Statement Argument Reiteration	4	Thesis statement is complete, has correct argument, and reiteration is clear	2x
	3	Thesis statement is complete, has almost correct argument, and reiteration is almost clear	
	2	Thesis statement is almost complete, has not correct argument, and reiteration is not clear	
	1	Thesis statement is not complete, has not correct argument, and reiteration is not clear	
Grammar (G) 20% Use present tense	4	Very few grammatical	2x
	3	Few grammatical	
	2	Numerous grammatical	
	1	Frequent grammatical	
Vocabulary (V) 15%	4	Effective choice of words and word form	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of word form, and not understandable.	
Mechanics (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5%
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominate by errors of spelling, punctuation and capitalization	

Adopted from Brown (2001)

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B. The Relevant research

There are some related studies that have been done by previous researchers about students' ability in writing analytical exposition text. However, this research only used two studies: first, a research from Rika Rahmadani et al 2014. She conducted a research entitled "an analysis of the second grade students' writing ability on an analytical exposition text at SMAN 2 Sungai Limau". They tried to observe the students' ability in writing analytical exposition text. The researcher used descriptive design. The researcher found that students had moderate ability which means that the students still did not understand well to write an analytical exposition text. This conclusion was indicated by the fact that there were 3 students (6.52%) who had high ability, 29 students (63.04%) who had moderate ability and 14 students (30.43%) who had low ability. The ability of the second grade students can be seen in the following indicators, content was moderate (80.43%), organization was moderate (50%), vocabulary was moderate (43.38%), language feature was moderate (60.87%), and mechanic was moderate (65.22%). The researcher problems are the students did not write the idea correctly, they did not write general classification, the students have lack of vocabulary, ideas, and did not understand in using mechanics when they are writing. The researcher assumed that the problems may cause the students did not understand about analytical exposition. The suggestion from the researcher in this relevant research is the teacher should give more exercise to the student.

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Second, Janiarti (2012) her research entitled *Senior High School Students' Ability in Writing Analytical Exposition Text at Eleventh Grade Student of SMAN 1 Sungai LasiKab. Solok*. This research represents the descriptive research to describe the ability of the students class XI SMAN 1 Sungai LasiKabSolok. After several processes of data analysis, the researcher concluded that the students' ability in writing analytical exposition text was fair, where the average students' score was 2.0. In thesis indicator, the students' average score were 2.2. It proved that the students' ability in this indicator was fair. From argument indicator the students' average scores 2.5 that mean fair score. From reiteration indicator, the students' average scores were 2.2 that mean fair. And based on present tense indicator the students' average scores was 1.7, that mean poor. It can be explained by the result finding, the students' ability in writing analytical exposition text was fair. The suggestion from the researcher in this relevant research is the teacher suggested to pay attention to the generic structures and language feature of analytical exposition text in teaching writing, and the teacher should use various kinds of strategies and technique in teaching analytical exposition text, and give many exercises.

Based on the research previous above there are some similarities with this research. The similarities are about the variable, the school grade, and the research methodology.

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C. The Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consists of some indicators that guide the researcher to measure some related aspects of variable Y, it should be interpreted into particular words in order to be easier measured. There is only one variable in this research; that is variable Y as students' ability in writing an analytical exposition text. Thus, the researcher determines some variable indicators of both variables as follows:

1. The students are able to write content of analytical exposition text,
2. The students are able to write organization of analytical exposition text,
3. The students are able to write grammar of analytical exposition text,
4. The students are able to write vocabulary of analytical exposition text,
5. The students are able to write mechanics of analytical exposition text.