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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Writing Ability

a. Definition of Writing Ability

Nunan (2005, p. 98) said that “writing is both a process and a product.”,it means that when we write there will be a process of thinking in our brain. The process is producing suitable word by word to build sentence by sentence to be a good and understandable writing or the readers so they have to read over what they have written and corrected. Therefore, the students should consider some processes like imagining, organizing, drafting, editing, reading and rereading in order that they can produce their ideas and thoughts into good written.

Writing in teaching and learning process is often missed by most of the English teachers in formal school. Writing in teaching and learning process is often missed by most English teachers in formal school. English learning only focuses on Reading passage and grammatical structure which is provided in Workbook. Then, writing activity which is written in Lesson Plan only becomes teacher’s annual work in accomplishing semester duty. Teacher only talks about writing in general without figuring out the difficulties that are faced by students. Besides, however they teach writing, the method which is used is still conventional. Teacher doesn’t elaborate the writing learning into some

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activities that could help students to grasp and make a product of writing. This activity occurs from year to year and causes lack of writing ability for the student itself.

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

b. The Process of Writing

Writing has many processes. It should face several steps because process of writing is never a one step-action. Zemach and Rumisek (2005, p. 3) said that when we write, we do more than just put words together to make sentences. Good researchers go through several steps-to produce a piece of writing. It means that before writing we must know what steps that we use are. in addition, Oshima and Hogue (2007, p. 15) “Writing is never one step action; it is an ongoing creative act”. It means that the learners not only stop the activity when they finish it but they also have to revise it. Then they will write and revise again until they are satisfied that their written form exactly

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what they want to say. There are some steps in writing process that have been explained by Oshima and Hogue (2007, p. 15) is that

1. Prewriting

The writing process begins with a kind of preparation called prewriting. Prewriting is a way to get ideas. It also can be defined as a plan to make an essay or writing and you choose a topic and collect ideas to explain the topic.

2. Organizing

The next step in the writing process is to organize the ideas into a simply outline. The students of our models wrote a sentence that named the topic and told the main idea. In the other words, organizing give them a change to put their own point of view and their own thought into their writing by approaching the organization of writing is that rank the ideas based on the usefulness.

3. Writing

The next step is to write a rough draft. The drafting stage is where you really begin writing. Writing rough draft quickly can be done without shopping to think about grammar, spelling or punctuation. It can be many errors in rough draft, but finally the errors should be revised. The most important here is to get

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the words into paper. It means writing as much as possible without much caring about grammatical devices because all errors can be revised at the next steps.

4. Polishing Editing and Revising

Polishing is most successful if you do it in two steps. The first is revising which means by attacking the big issues of the content and organization. After that work on the smaller issues of grammar, punctuation and mechanic is called editing step.

(a) Peer Editing

The peer editor is needed with a job is to read, ask questions, and comment on what is good and on what might be changed or made clearer. The peer editor here should not check the grammar or punctuation.

(b) Self-Editing

The students checked their paper and do correction most of their errors and wrote the following final draft.

Based on the points above, it can be concluded that polishing (Revising and Editing) is the closing o the writing process to make the writing perfectly, beginningroom content, grammatical devices.

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c. The Aspect of Writing

In relation to the aspects of writing, Syafi'i (2007:164) illustrated five aspects that should be directly involved in writing performance, namely:

1. Content: the substance of writing; the idea expressed.
2. Form: the organization of content
3. Grammar: the employment of Grammatical forms and syntactic patterns
4. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
5. Mechanics: the use of the graphic conventions of the language.

Table 1I
The Scoring Guide of the English Composition Test for Teacher

Aspects	Range	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable *substantive *thorough development of thesis *relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledgeable of subject *adequate range *limited development of thesis *mostly relevant to topic *but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject *little substance *inadequate development of topic
	16-13	VERY POOR: does not show the knowledge of subject *non-substantive *not pertinent *OR not enough to evaluate

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Vocabulary

Language Use

Mechanics

Organization	20 - 18	EXCELENT TO VERY GOOD : Fluent expression *ideas clearly stated/ supported *well organized *logical sequencing *cohesive
	17-14	VERY GOOD TO AVERAGE : somewhat choppy *loosely organized but main ideas stand out * limited support *logical but incomplete sequencing
	13 - 10	FAIR TO POOR : non-Fluent *ideas confused or disconnected * lacks ogical sequencing and development
	9 - 7	VERY POOR : does not communicate * not organization * or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD Sophisticated range, effective word/ idiom choice and usage , word from mastery, appropriate register
	17-14	GOOD TO AVERAGE Adequate range, occasional errors of word/ idiom form, usage but meaning not obscured
	13- 10	FAIR TO POOR Limited range , frequent errors, of word / idiom form, choice, usage, meaning confused or obscured
	9-7	VERY POOR Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	20-18	EXELENT TO VERY GOOD : Efective complex contructions *few errors o agreement, tense, number, word order/ functions, articles, pronouns, preposition
	17-14	VERY GOOD TO AVERAGE : efective but simple contructions *minor problems in complex intructions *several errors of agreement, tense,number, word order/ functions, articles, pronouns, prepositions but meaning never obscured
	13- 10	FAIR TO POOR: major problems in simple / complex intructions * frequent errors of negation, agreement, tense, number, word order/functions, articles, pronounce, preposition ad or fragments, deletions *meaning cconfused or obscured
	9-7	VERY POOR: virtually no masterybo sentence contructions rules * dominated by errors *does not communicate *or not enough to evaluate
Mechanics	10	EXCELLENT TO VERY GOOD : Demonstrates mastery o conventions, fw errors o spelling, punctuation, capitalization, paragraphing
	7	VERY GOOD TO AVERAGE: Occasional error o spelling, punctuation, capitalization, paragraphing, but mr=eaning not obscured.
	4	FAIR TO POOR : Frequent errors o spelling, punctuation, capitalization, paragraphing, *poor handwriting *meaning confused or obscured
	2	VERY POOR : no mastery o conventions *dominated by errors of spelling, punctuation, capitalization, paragraphing *hand writing illegible * OR not enough to evaluate

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Those are the aspects that should be considered before starting to write of the whole of the content. Furthermore, related to the aspects writing, there are six general categories that are often the basis for the evaluation of students writing. It can be seen as follows:

- a. Content consists of thesis statement, related idea, and development of ideas through personal experience, illustration, facts, and opinion, use of description, cause/effect, comparison/contrast, and consistent focus.
- b. Organization consists of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
- c. Discourse consists of topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
- d. Syntax

It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

- e. Vocabulary

Vocabulary's mastering/diction plays an important role in a language, especially in the writing activity. The choice of vocabulary could describe the researcher's knowledge. The number of words that is mastered by a researcher could

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indicate that he/she mastered a number of concepts; mastery of vocabulary can be improved by reading and listening a lot.

- f. Mechanics consists of spelling, punctuation, citation of reference (if applicable).

d. Teaching Writing

Teaching writing is very important things in language teaching as well as speaking, reading or even listening. The teacher should teach how to write effectively to the students. It is one of the most important life-long skills of educators to the students. When teaching writing, the teacher must be sure to select resources and support materials that not only aid them teaching how to write, but that also be the most effective in helping their students learn to write.

Remembering the importance of teaching writing is language teaching, Patel and Jain state that writing is a skill which must be taught and practiced. According to Patel and Praveen (2008, p. 125), writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern, it means that teaching writing should be done. The teacher should not just teach the students how to write an English passage, she/he also should teach them with some rules in writing, like mastering grammatical errors, how to make coherent writing, arranging it into cohesive writing and so forth. In addition to the

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explanation above, Harmer (1998, p. 79) has mentioned some reasons why teaching writing is a must. According to Harmer, there are four reasons that cause the importance of teaching writing, those are;

- a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. It means that some of students sometime need to write the material that they have been gotten into the short written for because this way may increase their understanding.

- b. Language development

We can not be sure, but it seems that the actual process of writing helps us to learn as we go along. It means that the writing process can lead the students to increase their language development.

- c. Learning style

The students have different learning style in language learning process. Some of the students get the understanding just by looking and listening. But, or some the others, they need to produce language in a slower way, like writing.

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e. The Concept of Expository Paragraph

According to Kane (1998, p. 89) expository paragraphs deal with facts, ideas and beliefs, they explain, analyze define, compare, illustrate. Moreover, expository text is text for information involves the engagement of the reader with aspects of the real world and is most commonly associated with textbooks, primary and secondary sources, newspaper and magazine articles, essays and speeches. Informational text is organized by topic and supporting details. It may have boldface headings, graphics, illustrations and captions that signal importance in the text. Often signal words are used that help indicate which type of expository text structure is being used. Some features that distinguish informational text from literary text organization and the way information is presented Area Education Agency (2010, p. 1). In addition, expository is *writing to explain*. Expository writing seeks to inform, explain, clarify, define or instruct.

According Area Education Agency (2010, p. 2) there are some most common expository text structures:

1) Sequential/Chronological Order :

Describe items or events in order or tells the steps to follow to do something or make something. Signal words :
What items, events or steps are listed? Do they have to happen to order? Do they always happen in order?

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Examples: first, next, last, before, afterwards, another, finally, initially, when, proceeding, following, etc.

2) Compare/Contrast :

Show how two or more things are alike and/or how they are different. Signal words :What is things are being compared? In what ways they are alike? In what ways they are different? Examples: same/different, like/unlike, either... or, yet, different from, same as, similar to, as opposed to, instead to, instead of, although, however, compared with, as well as, etc

3) Concept/definition:

A topic, idea, person, place, or thing that is described by its features, characteristics or examples,. Signal words: what specific topic person, ideas or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it? Example: colors, sizes, number, sounds, characteristics, words that create a picture in your mind, descriptive adjective, adverb (ly words), quickly, quietly, position words (below, near, on), etc.

4) Cause/effect :

Causewhy something happened – effect is what happened (shows a relationship between the two). Signal

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words: what happened? Why did it happen? What caused it to happen? Examples: since, because, as result of, if... then, in order to, may be due to, effects of, therefore, consequently, for this reason, thus, etc.

5) Problem/solution:

Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions. Signal words what is the problem? Why this is a problem? Is anything being done to they to solve the problem? What can be done to solve the problem? Examples: question, answer, accordingly, decide, solve/resolve, fix, remedy, ect.

f. Teaching Writing by Content Purpose Audience (CPA) Strategy

In applying a strategy, there must be procedure accompanied. Procedure is very useful in order to make the process of doing the strategy runs well. It is a model of skill learning involving a progression from a controlled stage Richard (2002, p. 421). Margot (2005, p. 9) defines this strategy is a concept of writing in which the writer makes a chart to organize the point about what he/she wants to share. The content includes the most importance piece that help reader to lock the key idea. Related to that meaning, in this research, the researcher emphasizes that procedure suggested by Margot (2005, p.

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9) is the steps that must be done in the process of teaching and learning. This strategy can be applied by the following procedure:

- d. Teacher asked students to work individually .
- e. Teacher explained how to use CPA strategy for expository, these kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and address the readers' questions.
- f. Teacher assigned a topic.
- g. Teacher asked students to begin to write the simple notes into paragraph to write a text.
- h. Teacher asked student to decide main idea.
- i. Then, teacher asked students to write the supporting details.
- j. Next, teacher asked students to write what they want to think and do in the purpose's column.
- k. Teacher asked students to ignore think of the most important questions that the readers will ask in the question's column.
- l. Finally, students write it in the box in the CPA chart of their sheet.

g. The Advantage of Content Purpose Audience (CPA) Strategy

Lester (2006, p. 70) states that there are some advantages of CPA strategy. First, the CPA strategy is one of the best ways to clarify what the researcher or students' want to say. Next, using CPA strategy can help the researcher or students' quickly to figure out to say in each one. It also helps the editors to see what the researcher or students'

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going to do before spending a ton of time doing it. The last, CPA strategy also can make the researcher or students' write more effectively.

B. The Relevant Research

Syafi'i (2013, p. 94) states that "relevant research is required to observe some previous researches conducted by other researches in which they are relevant to our research. The researcher has to analyze what the point that was focused on, inform the design, findings and the conclusion of the previous researches." Furthermore, Syai'i told "the aim of relevant research is to avoid the plagiarism toward the design and the findings of the previous researches." (2013, p. 94).

Here the relevant research as follows:

1. A research from Dahler and Fitri Jayanti LumbanToruan (2017) entitled The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru. In their research was stated that final result of using CPA for writing give significant effect where the value Sig. (2-tailed) from the control class and experimental class is $0.001 < 0.05$, it rejects H_0 which means there is different ability between students' score of the experimental class and control class in terms of writing an analytical exposition text.
2. A research from Dewi Purwaningsih (2014) entitled The Effect of Using Content-Purpose-Audience (CPA) Strategy toward Students'

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Writing skill at eleventh grade of state Senior High School 1 Basa Ampek Balai Tapan. The researcher used pre-test and post-test. The data was obtained based on students' written test at experimental class which the average score of pre-test was 30,8 and post test was 71,1. Meanwhile, at the control class showed 25,3 in pre-test and 30,3 in post-test. T-test was used to obtain hypothesis obtained, t calculated $< t$ table. Looking at these finding, researcher could conclude that hypothesis was accepted and the use of CPA gave significant effect on students' writing ability at eleventh grade state Senior High School 1 Basa Ampek Balai Tapan.

C. The Operational Concept

Operational concept as a guidance use to avoid misunderstanding. There are two variables in this research, they are variable X as independent variable and variable Y as dependent variable. In this research, variable X refers to Content Purpose Audience Strategy and variable Y refers to students' writing ability.

1. Using Content Purpose Audience Strategy (Variable X)

The indicators of variable X are as follow:

- a. Teacher divided students to be some groups.
- b. Teacher explained how to use CPA strategy for expository, these kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and address the readers' questions.
- c. Teacher assigned a topic.

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- d. Teacher asked students to begin to write the simple notes into paragraph to write a text.
- e. Teacher asked student to decide main idea.
- f. Then, teacher asked students to write the supporting details.
- g. Next, teacher asked students to write what they want to think and do in the purpose's column.
- h. Teacher asked students to ignore think of the most important questions that the readers will ask in the question's column.
- i. Finally, students write it in the box in the CPA chart of their sheet.

2. The Indicators of Variable "Y"

The students' ability in writing can be seen in the following indicators:

- a. The students' ability to use the appropriateness of content and theme related to the lesson.
- b. The students' ability to write sentences structure.
- c. The students' ability in sentence coherence.
- d. The students' ability to write the appropriateness of using words and term (complexity).
- e. The students' ability to use conjunction correctly.
- f. The students' ability to use the correct spelling.

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D. Assumption and Hypothesis

1. Assumption

In this research, Content purpose audience strategy refers to entire piece and it also works well as a revision strategy. The content includes the most important think the author wants the audience to know and the importance piece that help reader to lock the key idea. The purpose of the piece expressed in terms of what the author would like the audience to think after they have finished reading. Therefore, the researcher assumes that there is influence of using content purpose audience strategy on students' writing ability.

2. Hypothesis

- a. H_0 : Students who participate in content purpose audience strategy class of the eleventh grade at Vocational High School Ibnu Taimiyah have not better writing ability than those who are taught without using content purpose audience strategy.

H_a : Students who participate in content purpose audience strategy class of the eleventh grade at Vocational High School Ibnu Taimiyah have better writing ability than students who are taught without using content purpose audience strategy.

- b. H_0 : There is no significant effect of using content purpose audience technique on students' writing ability of the eleventh grade at Vocational High School Ibnu Taimiyah Pekanbaru.

H_a : There is significant effect of using content purpose audience technique on students' writing ability of the eleventh grade at Vocational High School Ibnu Taimiyah Pekanbaru.



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