

## CHAPTER II

### VIEW OF THE RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Writing

Writing is one of the ways to express our ideas besides speaking. It is also a way to record ideas and communicate feelings, experiences, and thoughts with other. By writing, we can deliver our ideas to the reader indirectly. As Celce-Murcia stated that “writing is an act of communication suggests an interactive process which takes place between the writer and the reader via text”<sup>1</sup>. In short, writing is an act of communications that is done by using the written form.

From the statements above, writing is different from speaking, because writing is not spontaneous act. According to Langan, any idea that you advance must be supported with specific reasons or details.<sup>2</sup> In other words, writing needs some preparation in doing it. Since writing is one of the language skills and important process in learning English, it cannot be separated from every learning process experienced by students as long as they are still in educational process.

Writing as the productive skill requires students to produce a written material. To do a good writing as the productive skill is not easy. As Wendy said that writing is not always easy to do.<sup>3</sup>It means that writing is not an easy job. Because the job of the writer is not only telling, but also showing in order that the readers are interested in our written material.

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<sup>1</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Thomson Learning Inc, 2001), pp. 207

<sup>2</sup> Jhon Langan. *College Writing Skills With Readings*, (New York. McGraw Hill, Inc,1986), pp. 03

<sup>3</sup> Wendy A.Scott and Libeth H. Ytreberg. *Teaching English to Children*.( London. New York. Longman ), pp.71

Writing for some writers has different purposes. For example, students have some reasons to write. According to Harmer, they have to consider the purpose of writing of their writing.<sup>4</sup> So, the students need to know for what they write in order to make them easier in developing their ideas. If students do not have a clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the method to achieve good writing. Therefore, the students need to identify a purpose of their writing.

There are several general purposes for writing as follows:

1. Writing to inform a reader

By written form, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experiences. In other words, informative writing seeks to give information and frequently to explain it mainly focuses on the object being discussed.

2. Writing to persuade a reader

Persuasive written seeks to convince the reader about the matter of opinion. It focuses mainly on the reader whom the writer wants to influence. According to Syafii et al,

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<sup>4</sup> Jeremy Harmer. *How to Teach Writing*. pp.04

Sometimes more difficult because the reader does not see your facial expression, hear your voice, or experience you present. For this reason, writing persuasive paragraph demands careful planning, analysis of your audience, and sufficient evidence to prove your leader that your opinion is valid: that is, your opinion is worthwhile and should be considered.<sup>5</sup>

When you write to persuade, you deal with debate, which has other sides too. It means that writing to persuade is not an easy job.

### **1.1. Importance of Writing**

In the academic and professional world, writing is very important for us.<sup>6</sup> It is unavoidable that writing has importance in our Study (university). According to Syafii, academic writing is also viewed as a scientific writing in any level of educational institution.<sup>7</sup> It means that the good writing will lead us to success in term of academic writing. This statement is equal with the phenomenon in university. The university requires the students to make research paper to finish their study. In other words, that writing will determine their graduation from a university. In short, it can be concluded that the writing is important.

### **1.2. Steps of Writing**

As the reseacher said before that writing is not an easy job. It needs some process in producing the written material. According to Graves, there are the five-step writing process (prewriting, Drafting, Revising, Editing and Publishing and sharing.<sup>8</sup>

#### 1) *Prewriting*

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<sup>5</sup> M.syafi'I S. M.Fauzan ANsyari. Jhonri Kasdi. *The Precess of Writing For Classroom Settings.*( Pekanbaru. 2001),p p. 80

<sup>6</sup> Janet Lane and Ellen Lange. *Writing clearly*, (Unversity of California, 1993), pp. Viii

<sup>7</sup> Drs. M. Syafii S, M. Pd. *A Writing of English For Academic Purposes.*(Pekanbaru, 2007), pp. 01

<sup>8</sup> Donald Graves, Andrew P. Jhonson. *Teaching Reading and Writing,*( New York, 2008), pp. 197

The goal here is to generate ideas. According to Syafi'i et al, that prewriting technique will be useful to generate your ideas in developing every mode of writing assignment.<sup>9</sup> Before doing prewriting, there are some prewriting steps to generate ideas in writing. There are choosing and narrowing a topic, Listing, brainstorming, outlining, silent thinking, conversation with a neighbor and power writing.

## 2) *Drafting*

In drafting, it cannot be separated in conducting writing. Because drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. According to Alan et al,

Drafting is the act of setting ideas on paper in their initial form. The process is tentative and experimental. Writers display their ideas on paper or on a computer screen so they can see what they know and have to say about their topic. Once they have written them out, they can go on to the phase of revising. Although many young writers (indeed, most writers) do not have the habit of writing more than one version of a paper, proficient writers do. "Writing is rewriting," they say. Skilled teachers encourage writers to write freely in draft form, without being self-critical. Elegance and correctness will come later.<sup>10</sup>

Only those drafts that students feel interested and value should be taken by students.

## 3) *Editing*

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<sup>9</sup>M.syafi'I S. M.Fauzan ANsyari. Jhonri Kasdi. *The Precess of Writing For Classroom Settings.*( Pekanbaru. 2001), pp. 107

<sup>10</sup> Alan Crawford, Wendy Saul, Samuel R. Mathews. *Teaching and learning strategies for the thinking classroom,* (The International Debate Education Association, New York, 2005), pp. 116

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 is included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

4) *Revising*

It is making the written work better. It is not correcting grammar and spelling, but rather the phase in which writers move ideas around, expand upon them, cut out nonessential parts, and otherwise make their ideas clearer, even elegant. Revising usually requires that writers distance themselves from their work. Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

5) *Publishing and sharing*

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having

students read their work out loud in small groups, to another classmate, or in a large group setting.

### **1.3. Teaching Writing**

Teaching is the process of transferring knowledge to students. Brown states that teaching is which is implied in the first definition of learning, may be defined as “showing or helping” someone to learn how to do something, giving instructions, guiding in the study of something.<sup>11</sup> It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises.

The students need to be taught writing because they will do many activities related to writing, such as writing letter, essay, reply letter etc. It means that teaching writing is needed. According to Harmer, there are some reasons why teaching writing is needed, they are:

#### 1) Reinforcement

Some of students acquire some languages purely oral/aural way, but most of us benefit greatly from seeing language written down.

#### 2) Language Development

We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along.

#### 3) Learning Style

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<sup>11</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. (Fourth edition. 2000), pp. 07

Some of students are fantastically quick at picking up language just by looking and listening. Writing is appropriate for the learners who think things to produce the language in a slower way. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication

#### 4) Writing as a skill

By the far of the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.<sup>12</sup>

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.

Based on the explanation above, it is clear enough that teaching writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar have main role. Having the good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

Based on the standard competence of English language for second year students of Senior High School of Muhammadiyah, the students are able to communicate oral and written language in kinds of text of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition.<sup>13</sup> It means that the teacher should teach the students to write some kind of texts: descriptive,

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<sup>12</sup>Jeremy Harmer. 1998. *How to Teach English. Edinburgh*. (Pearson Education,1998), pp.79

<sup>13</sup>Silfi Andriani. *Selabus Sma Muhamadiyah Kelas XI*. Bangkinang.

narrative, anecdote, analytical exposition, and hortatory exposition. In this research, the researcher only focused on writing analytical exposition paragraph.

Teaching writing in the classroom means that the teacher gives the explanation to the students what to write and how to write. It means that students will understand what to do if they understand what to write and how to write. For example, teacher should explain and ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing is.

## 2. Paragraph

Paragraph is a group of sentences. According to Reid, paragraph is a series of sentences that develop one idea.<sup>14</sup> The arrangement of the sentences is talking about one topic. One paragraph consists of many sentences, and each sentence should help or support other sentences in other idea. Regarding with this idea, Syafi'i states that paragraph is a unit of information in writing that is unified by central idea.<sup>15</sup> In other words, paragraph is a tool for writer to transfer their ideas and information to the readers which develop a single topic.

Pertaining to this idea, Syafi'i states that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. These sentences are:<sup>16</sup>

- 1) *Topic sentence* is the most general statement of the paragraph.
- 2) *Supporting sentence* consists of two kinds, they are:

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<sup>14</sup> Joy M. Reid, *The Process of Composition*, (New Jersey: Prentice-Hall, Inc, 1988), pp. 8

<sup>15</sup> M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), pp. 1

<sup>16</sup> M. Syafi'i, S, *Op.cit*, pp. 2



- a) Major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence.
  - b) Minor supporting sentence is directly supports the major supporting sentence and at the same time directly supports the topic sentences.
- 3) *Concluding sentence* tells the readers that paragraph is finished, and it completes the picture or story about the subject of the paragraph.

The good writing is very important, because it helps the readers understand about the information that is delivered by the writers. There are four characteristics of a good paragraph, they are:<sup>17</sup>

- a. *Unity*, it means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain or prove the main ideas, which is stated in the topic sentence.
- b. *Coherence*, meaning that the parts of the paragraph are logically connected.
- c. *Capitalization and punctuation*, in English there are some rules for using capital letters, like capitalizing the first letter of the first word of the sentences, capitalizing pronounce, and capitalizing all proper nouns. Punctuation is also necessary to make sentence meaning clear.
- d. *Coma rules* are used within a sentence to separate words, phrases, or clauses in a series, to separate the part of dates and addresses, etc

There are some kinds of paragraph, some of them are:<sup>18</sup>

- a. Narrative paragraph

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<sup>17</sup> *Ibid*, pp. 8-16

<sup>18</sup> *Ibid*

Narrative is storytelling. Narrative text is about what is happening or what has happened. It tells about fiction or nonfiction story.

b. Descriptive paragraph

Descriptive paragraph is a paragraph that is used to describe what an object is like. It means that descriptive can give the information to the readers and the readers can imagine the object. In writing a descriptive text, we have to use vivid language to make the object described come alive.

c. Argumentative paragraph

It is a paragraph in which you agree or disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right.

d. Persuasive paragraph

Persuasive paragraph is writing product to persuade the readers. 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.

e. Recount paragraph

Recounts are sequential texts that do little more than sequence a series of events. It is where speaker or writer tells an event of his experiences. It means that the story happened on writer his/her. The generic structures are only two; they are orientation and sequences of events.

f. Report paragraph

Report is a form of writing that provides information. The purpose is to organize and present information about a class of things.

g. Procedure paragraph

This paragraph informs the reader about how to do something. It gives detailed instructions that the reader should follow into action.

In writing a paragraph, the writer must be able to choose the topic sentence that is interesting for the readers and to master the skill to develop topic sentence become a good paragraph. So, the researcher could use paragraph as the best equipment to transfer their ideas to the readers.

### **3. Analytical Exposition Paragraph**

Analytical Exposition is a type of texts that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. To strengthen the explanation, Sudarwati et al says that the speaker or writer needs some arguments as the fundamental reasons of the given idea.<sup>19</sup> In other words, this kind of text can be called as argumentation. Analytical exposition also is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

#### *1. Generic Structure of Analytical Exposition paragraph*

1. Thesis (introduction): Introducing the topic and indicating the writer's position.
2. Arguments (body): Explaining the arguments to support the writer's position.
3. Reiteration (conclusion): Restating the writer's position.

#### *2. Language Features of Analytical Exposition paragraph*

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<sup>19</sup> Sudarwati and Eudia Grace. *Look Ahead: An English Course for Senior High School Students Year XI*, Science and Social Study Program. (Jakarta: Erlangga, 2007)

1. Using relational process- Relationships between and among leaders, workers, followers, partners, co-workers, etc. People knowing and caring about people.
2. Using External conjunctions –enhancing by linking to real world events (Holocaust, the Final Solution, death trains)
3. Using internal conjunction – elaborating and it remises steps in an argument (firstly... secondly .. next... finally)
4. Using causal conjunction – the cause of an event.... Because
5. Using Contrastive conjunction – but... nevertheless
6. Using Simple Present Tense

#### **4. Teaching Writing by using I-Search Procedure Method**

Before understanding about I-Search Procedure Method, it is better first to define and to understand what method, technique and strategy are. According to Celce, there are four things the teacher must do to make good decisions concerning the choice of an approach, method, technique and strategy.

##### 1.Approach

Celce says that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like collection of theory, there is no procedure and it is still general.

##### 2.Method

Method is a set of procedures. Method is more specific than approach but less specific than technique. Method is typically compatible with one (or sometimes two) approach. Thus, method is about theory and also procedure of theory.

##### 3.Technique

Technique is very specific type of learning activity use in one or more methods. A technique is a classroom device or activity and thus represents the narrowest of the three concepts. Some technique are widely used and found in many methods.

#### 4.Strategy

Strategy is under the learner's conscious control. They are operations which the learner chooses to use to direct or check his or her own comprehension. Thus, strategy is students perform a few steps in learning process.

In teaching writing by using I-Search Procedure Method, students are asked to find out and identify some information of the topic in analytical exposition paragraph. The first phase of the I-Search, teacher orients the students to what they already know about a topic and helps them develop about what they might want to know. It means that I-Search Procedure Method is one excellent way which students can be able to find out some information from sources to help and develop their ideas. According to Crawford et al, I-Search Procedure is an excellent way to engage students in doing research that matters to them and a somewhat informal method to writing in which students are asked to write in first person as they explore their topic.<sup>20</sup> Macrorie also said that can be organized as building structure for students' understanding to search.<sup>21</sup> There are several elements in which students conduct their searches, carry out their plans, collect, organize, and consolidate the results. Share their work with their peers and others.

From the statement above, it is clear that this method is an excellent way for students to express their ideas by finding out information, especially in analytical exposition paragraph.

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<sup>20</sup> Alan Crawford, Wendy Saul, Samuel R. Mathews. *Teaching and learning strategies for the thinking classroom*. The International Debate Education Association, New York, 2005), p. 111

<sup>21</sup> Ibid, pp. 102

There are some steps in conducting I-Search Procedure Method in the classroom, especially in teaching and learning writing. The steps are (the figure shown after the steps):

1. The teacher asks students to formulate questions about a topic.

It means that after they have been immersed in a topic of analytical exposition paragraph. Then the students are helped to search their knowledge and curiosity and formulate researchable questions. The examples of researchable questions can be seen as in the following:

- a) Do you know what smoking is?
- b) Why is smoking dangerous?
- c) Where cannot we smoke?
- d) What are the disadvantages of smoking ?

2. The teacher asks students to make a search plan. The plan might incorporate several kinds of sources, including not only books and magazines, but interviews, surveys, and Internet-based searches. It can help making a search plan. In the search plan, the teacher also will provide students to be 6 groups first, draw an outline of the search plan and ask every group to interview to get information.

One of the outline of search plans can be seen as follows:

**Table II. 1**  
**Search Plan Table of Interview**

<b>The Question</b>	<b>Name of Person Interview</b>	<b>Name of Interviewer</b>	<b>Date and Time of Interview</b>
Do you know what smoking is?			

Why is smoking dangerous?			
Where cannot we smoke?			
What are the disadvantages of smoking?			

3. The teacher asks students to gather to record information. In recording information, the teacher asks students to use a recorder or video to save information.
4. The teacher asks students to write their analytical exposition paragraph based on information in a recorder or video.
5. The teacher asks students to submit the written analytical paragraph.
6. Finally, the teacher evaluates their analytical exposition paragraph. The evaluation of writing analytical exposition paragraph is conducted according to criteria in that are tied to the process and form of their analytical exposition paragraph.

*a). Definition of I-Search Procedure Method*

I-Search Procedure Method is one of the writing methods. I-Search Procedure Method is very useful. Opportunities to describe a sequence of events come up all the time. This method consists of three words, they are:

1. I: it is used to refer to oneself as speaker or writer.

It means that I functions as a subject which will search information.

2. Search: it makes a careful examination or investigation of probe that they will seek information from several sources.
3. Procedure: a set of established forms or method for conducting that they will be leaded by procedure itself.

It means that this method will guide students to conduct their writing of analytical exposition paragraph.

*b). Advantages of I-Search Procedure Method*

According to Alvey, I-Search Procedure Method is meaningful for students that will be students' centre.<sup>22</sup> Silberman also stated that this method is helpful and finds information done by students.<sup>23</sup> In other words, I-Search Method is useful in which students are asked by their teacher to find information and explore the topic, especially in writing analytical exposition paragraph.

Based on explanation above, it is clear that I-Search Procedure Method helps students to solve their problem in expressing their ideas to write analytical exposition paragraph. This method also helps students to be students' centre though searching information.

## **B. Relevant Research**

In 2012, Kurniawan<sup>24</sup> conducted a research entitled "The Effect of Using Debate Method toward Writing Analytical Exposition Text Ability of the Second Year Students' at State Islamic Senior High School 2 Model Pekanbaru. He tried to find out the effect of using Debate Method toward writing analytical exposition text ability of the second year students

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<sup>22</sup> Tara L. alvey. 2011. *From I-Search to I-Search 2.0.* ( Austin Peay state university, Tennessee, U.S.A.). Pp. 147

<sup>23</sup> Mel Silberman. 2005. *101 Ways to make training active, 2<sup>nd</sup> Edition.* San Francisco.

<sup>24</sup> Roby Kurniawan. *The Effect of Using Debate Method Toward Writing Analytical Exposition Text Ability of the Second Year Students' at State Islamic Senior High School 2 Model Pekanbaru.* 2012



at state Islamic senior high school 2 Model Pekanbaru. From his research, He found that there was a significant effect of using Debate Method toward writing analytical exposition text ability of the second year students at state Islamic senior high school 2 Model Pekanbaru. In this research, the researcher would use I-Search Procedure Method to know its effect toward students' ability in writing analytical exposition paragraph of the second year at Senior High School of Muhammadiyah Bangkinang.

This research has relevance with other research, a research from Hidayati<sup>25</sup>. She conducted a research entitled "The Difference of Ability in Writing Analytical Exposition Text of Students Who Are Taught by Using Cubing Technique and Who Are Taught by Using Tree Phase Technique at The Second Year Students of SMAN 12 Pekanbaru". She tried to investigate whether or not there is a significant difference between the students' writing ability taught by using cubing technique and who are taught by using tree phase technique to write analytical exposition text. Her research showed that there was a significant difference between the students' writing ability taught by using cubing technique and are taught by using tree phase technique. In this research, the reseacher would use I-Search Procedure Method to know the effect of using I-Search Procedure Method toward students' ability in writing analytical exposition paragraph of the second year at Senoir High School of Muhammadiyah Bangkinang.

### **C. Operational Concept**

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<sup>25</sup> Rina Hidayati. *The Difference of Ability in Writing Analytical Exposition Text of Students Who Taught by Using Cubing Technique and Who Are Taught by Using Tree Phase Technique at The Second Year Students of SMAN 12 Pekanbaru*

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on the effect of using I-Search Procedure Method toward ability in writing analytical exposition paragraph at the second year of Senior High School of Muhammadiyah Bangkinang Kampar Regency. Therefore, it is necessary to clarify the variable used in analyzing the data. It should be interpreted into particular words in order to make it easy to measure. The researcher used two variables. Using I-Search Procedure Method is an independent variable(X) and ability in writing analytical exposition paragraph is a dependent variable(Y). To operate the investigation on the variables, the researcher worked based on the following indicators:

The indicators of variable X:

1. The teacher asked students to formulate questions about a topic of analytical exposition paragraph.
2. The teacher asked students to make a search plan. The plan might incorporate several kinds of sources, including not only books and magazines, but interviews, surveys, and Internet-based searches. It could help make a search plan. In the search plan, the teacher also would provide students to be 6 groups first, draw an outline of the search plan and ask every group to interview to get information.
3. The teacher asked students to gather to record information. In recording information, the teacher asked students to use a recorder or video to save information.
4. The teacher asked students to write their analytical exposition paragraph based on information in the recorder or video.
5. The teacher asked students to submit the written analytical paragraph.

6. The teacher evaluated their analytical exposition paragraph. The evaluation of writing analytical exposition paragraph was conducted according to criteria in that are tied to the process and form of their analytical exposition paragraph.

The indicators of variable Y:

1. The students are able to write a thesis statement of analytical exposition paragraph.
2. The students are able to write arguments of analytical exposition paragraph.
3. The students are able to write a reiteration of analytical exposition paragraph.
4. The students are able to write coherent paragraph.
5. The students are able to use simple present tense of analytical exposition paragraph well.
6. The students are able to choose vocabulary appropriately in writing analytical exposition paragraph.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

- 1) The better I-Search Procedure Method is applied, it is assumed that the students are easier and able to master writing analytical exposition paragraph of the second year students of state senior high school of Muhammadiyah Bangkinang Kampar Regency.
- 2) Analytical exposition paragraph has been learned by the second year students at the second semester. It is assumed that the second semester of the second year students of state senior high school of Muhammadiyah Bangkinang Kampar Regency are able to write analytical exposition paragraph well.

## 2. Hypothesis

Ha : There is a significant effect of using I-Search Procedure Method toward students' ability in writing analytical exposition paragraph.

Ho : There is no significant effect of using I-Search Procedure Method toward students' ability in writing analytical exposition paragraph.