

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. Definition and the Purpose of Writing

Writing is an activity that we always do. It can be for private or public purpose. Writing is not the same as speaking. This statement agrees with Broughton and friends that "The act of writing differs from talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot do in conversation to interact with the listeners and adapt as we go along."¹ It means that writing has the power function to send the writers' 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.

Hughey, in his book, also stated that "writing differs from speech in several important ways"². His statement is supported by Vygotsky's idea, composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal

¹ Geoffrey Broughton. et al., *Teaching English as a Foreign Language*. City: Routledge, 1980, p.116

²Hughey Jane B et. al., Op.Cit, p.3

development requires a high level of abstraction.”³ It means that these characteristics should be created in the learners’ written form in order that their writing can be acceptable by the academic readers.

From the statements above, the writer concludes that writing is different from speaking, because writing is not spontaneous act. It needs some preparation in doing it. There are some points to be concern for those who want to write.

Writing, as the productive skill, requires students to produce a written material. It 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. Reid stated that:

“telling your reader what you want to communicate may be easy, but it is rarely very interesting or even very believable. In order to support your statements, you will need to specify them by adding details and examples. In other words, showing your reader that what you have presented is valid will make your essay more interesting and more believable”⁴

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

In addition, Canale and Swain’s (1980) in Hyland stated that writers need, at least:

³Vygotsky in Jane Hughey, et al. Ibid. p.3

⁴Joy M. Reid. *The Process of Composition*. New Jersey: Prentice-Hall, Inc, 1988, p. 4

- 1) Grammatical competence– a knowledge of grammar,vocabulary, and the language system.
- 2) Disco/urse competence– a knowledge of genre and the rhetorical patterns that create them.
- 3) Sociolinguistic competence– the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- 4) Strategic competence– the ability to use a variety of communicative strategies.⁵

Through writing students can express their ideas, their feelings, their hopes, and etc. Writing for some writers have different purpose. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have 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 techniques or strategies to achieve good writing. Therefore, students need to identify a purpose of their writing.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade, In this research focuses to inform ⁶

- a) To entertain

⁵ Ken Hyland. *Second Language Writing*. New York: Cambridge University Press, 2004. p. 32.

⁶ KateGrenville, *Writing from Start to Finish: A Six Step Guides*. Sidney: Allen and Unwin, 2001, p.1

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the writer need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b) To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

c) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

b. The Process of Writing

Syafi'i *et al* in his book *The Effective Paragraph Development: the Process of Writing for Classroom Setting* says that writing is not an easywork. It takes time to study and practice to develop this skill⁷. Hughey et al give the additional information that writing requires extensive previous learning. The writer must know and use orthographic forms, lexis, syntax and morphemes. Therefore, writing requires much more complex mental effort⁸. Because writing is a complex thing, the writers must concern and consider about the important

⁷M. Syafi'i, S, M, FauzanAnsyari, JonriKasdi. *The Effective Paragraph Development*, Pekanbaru: LBSI, 2007, p. 114

⁸Hughey, B Jane et al. Op cit, p.5

aspect in writing. Besides, they also should use their prior knowledge about writing.

In writing process, four elements of writing – writer, subject matter, reader and the form of language - need to be balanced. These four elements are reflected in four main characteristics of a piece of written language. They all must be handled together in the act of writing. According to Taylor, the four characteristics are these⁹:

1. Writer point of view must merge, not as mere opinion but as a justified judgement.
2. Writer needs to treat his/her subject matter as comprehensively and as precisely as the paragraph topic demand.
3. Writer must presents his/her work in the appropriate fashion for academic readers. Meaning that he/she has to learn certain convention of academic writing.
4. The text of the writer paragraph needs to forge a coherent unity from the many diverse elements of language.

According to Syafi'i et al there are five stages in the process of writing, they are prewriting, planning, real writing, revising the drafts and writing the final draft as the product writing work, the concentration is focused on prewriting techniques that will be useful to help you generate your

⁹ Gordon Taylor, *The Student's Writing Guide for the Art and Social Sciences*. Cambridge: Cambridge University Press, 1989, p.2

idea in the developing every mode of writing assignment¹⁰. By following these stages, the writer is able to get a good product of writing.

2. Writing Ability

The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed¹¹. In the other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

According to Brown, there are 2 kinds of writing¹²:

1. Microskills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce and acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns and rules.
- e) Express and particular meaning in different grammatical forms.

2. Macroskills

- a) Use cohesive device in written discourse.
- b) Use the rhetorical forms and convention of written discourse.

¹⁰M. Syafi'i, S, M, FauzanAnsyari, JonriKasdi. Locoit, p.114

¹¹Teaching English. *Definition of Writing Ability*. (Retrieved on: Saturday, June 4 2011) <http://teachingenglishonline.net/definition-of-writing-ability/>

¹²H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman. 2007, p.398

- c) Appropriately accomplish the communicative functions of written text according to form and purpose.
- d) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings when writing.
- f) Correctly convey culturally specific references in the context or the written text.
- g) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that can be made by the students. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the successful mastery of responsive and extensive writing. In conclusion, what students need in writing essay is the microskills of writing.

a. Component of Writing Ability

In writing, there are five components involved: Content, Organization, Vocabulary, Language Use and Mechanics. The Content component concerns to the having something to say. The organization component addresses to the rhetorical principles for arrangement. Vocabulary, Language

Use and Mechanics together deal with the linguistic and mechanical principles for effective delivery of discourse. Each component consists of four criteria; excellent to very good, good to average, fair to poor, and very poor. The scoring depends on the descriptors representing specific criteria needed and reached of each component. Every component has the limitation of the highest and the lowest score. The highest score is in content, 30 point; meanwhile the lowest score is in mechanics, 7 point.

1) Content

Several things must be paid attention in this component are knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.

2) Organization

Descriptors of this component consist of six parts: fluent expression, ideas clearly stated/supported, Succinct, well-organized, logical sequencing, and cohesive.

3) Vocabulary

This component consists of four descriptors, they are: sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register.

4) Language use

Language use has the most descriptors, seven descriptors, such as agreement, tense, number, word order, articles, pronouns, and preposition.

5) Mechanics

The last component, mechanics consists of several descriptors such as spelling, punctuation, capitalization, paragraphing and writing.

3. The Concept of Paragraph

a. Definition of Paragraph

According to Reid, paragraph is series of sentences that develop one idea. The arrangement of the sentences must talk about idea. In addition, Syafi'i et al., Paragraph is a unit of information in writing unified by a central idea. A paragraph is considered good if its central idea completely developed. It means that every sentence should support other sentences, but it must focus on one idea. It means that in producing a paragraph, one should build sentences as to where the object being described are located.

b. Component of Paragraph

A paragraph is developed by there kind of sentences, namely; topic sentence, supporting sentence, and concluding sentence. As Syafi'i states that there are parts of components of paragraph those are:

1) Topic sentence

Topic sencece is the most general statement of paragraph

2) Supporting sentence

Supporting sentence divided in two categories is:

- a. Major supporting sentence is a sentence that derectly support the idea impressed in the topic sentence.

b. Minor supporting sentence is directly support the major supporting sentence at the same time directly support the topic sentence.

3) Concluding sentence

Concluding sentence is like the topic sentence because both are general statement.¹³

4. The Concept of Analytical Exposition Paragraph

a. Definition of Analytical exposition Paragraph

Analytical exposition paragraph is one of the analytical exposition paragraphs. According to Kane, analytical exposition paragraphs deal with facts, ideas, and beliefs. They explain, analyze, define, compare, illustrate."¹⁴ Moreover, analytical exposition is a type of paragraph that belongs to the type of argumentation paragraph where the paragraph contains detailed author's thinking about a phenomenon that is around.¹⁵ It means that analytical exposition is one of paragraphs that have some arguments in it in order to explain, define, compare, or even illustrate.

In addition, the social function of the analytical exposition paragraph is to convince the reader that the topic is presented is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

b. The Generic Structure of Analytical Exposition paragraph

¹³M. Syafi'i S et al, Loc.cit, P. 3-7.

¹⁴.Thomas S. Kane, *The Oxford Essential Guided to Writing* (New York: Oxford University, 1988), p. 92

¹⁵Th. M. Sudarwati and Eudia Grace, *An English Course for Senior High School Students Year XI Science and Social Program* (Jakarta: Erlangga, 2007), p. 109

An Analytical exposition paragraph is a type of written form that is intended to persuade the readers that something is the case. To make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. This type of paragraph is popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components that have been mentioned by Sudarwati and Grace,¹⁶ They are:

1. *Thesis*

This stage usually includes a 'preview of arguments'. It means that it includes topic and brief statements of the writer's position related to the topic in responding hot position.

2. *Argument*

This stage consists of a 'point and elaboration' sequence. These should be supported by discussion and evidence. It also consists of explanation of arguments or opinions that are based fact that have been admitted the truth by policy.

3. *Reiteration*

This last stage restates the position more forcefully in the light of the arguments presented. It means that this stage involves a conclusion or restate of statements in the topic that is truth about the case has been stated in thesis. Moreover, grammatical patterns that are usually applied in this genre are using; declarative sentence (positive or negative),

¹⁶*Ibid.*

combination of present and past tense, using of verbs of beings, verbs of having, verbs of doing in predicate, and using relevant conjunctions to show cause and effect and sentence connectors to link arguments.

c. Language Feature of Analytical Exposition paragraph

The description paragraph has dominant language features 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.
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.

d. The Function of Analytical Exposition Paragraph

1. Aims to show rather than tell the reader what something/someone is like
2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs, grammatical.
3. Is focused and concentrates only on the aspects that thesis, argument, reiteration of the description.

4. Sensory description-what is one of paragraphs that have some arguments it in order to explain, define, compare, or even illustrate.
5. in the mind e.g. their noses were met with the acrid smell of rotting flesh.
6. Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

Based on the explanation above, the researcher concludes that Exposition paragraph is paragraph which expresses or describes place, thing, and person in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience.

5. Teaching Writing

Teaching is the process in transferring knowledge to students. Brown states that “teaching consists of those activities (techniques and exercises) related to delivery of information”¹⁷. It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises.

Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. The students needs to be taught writing because they will do many activities that relate to writing, such as writing letter, essay, reply letter, e.t.c. According to Harmer, there some reason why teach writing, they are:

¹⁷James Dean Brown. *The Elements of Language Curriculum*. Boston: Heinle and Heinle Publisher, 1995. p. 179.

1. Reinforcement

The student 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

The student 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.¹⁸

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.¹⁹

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

¹⁸Jeremy Harmer, Loc cit . p.79

¹⁹Jane B.Hughey., et. al. Loc.Cit, p. 6.

vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

6.The Concept of QUIPStrategy

a. Definition of QUIPStrategy

According to Katherine. D.W.and QuestionsInto Paragraphs (QUIP) strategy is one of writing strategy. It helps students to improve their writing ability. QuIP (Questions into Paragraphs) Purpose: To provide a framework for initiating research and structuring writing.

Procedure:

1. Students choose a topic to explore and write the topic at the top of the QuIP grid.
2. Students generate three broad questions related to the topic.
3. Students locate and read two sources to find the answers to their questions.
They write the titles of the sources in spaces provided on the grid.
- 4.Students record answers to the questions in the spaces provided on the grid.
- 5.Students synthesize information into a paragraph.
- 6.Students share their paragraphs in pair or small groups²⁰

²⁰ Mclaughlin, M., & allen, M. B. The International Reading Association Common Core State Standards (CCSS) Committee released a set of recommendations titled *Literacy Implementation Guidance for the ELA Common Core State Standards*,2012

This strategy consists of 3 words, they are:

1. Interview grid (in the questions)

Instruct students to begin by determining their overall topic. Instruct them to develop their open-ended question relevant to the topic. Place the question in the left-hand column of the grid and have the students seek answers to their questions. At first, use interviews with family, friends, and classmates as sources of information. As students become more familiar with this format, instruct them to use more traditional sources, such as reference book/ table. Place responses in the appropriate box/table of the interview grid. The example format list, are:

TABLE.III.1

The General Election of Gubernur of Riau

<u>Questions</u>	<u>Answers</u>
1. What is the purpose of general election of Riau?	- to choose new governor & vice governor
2. When will the general election be conducted?	- to choose new government building
3. How many candidates will be in this general election?	- 30 October, 2013 - 30 September, 2013 - two candidates. - four candidates.

2. Outline (Intro)

Use the complete grid to provide a smooth transition to the creation of outlines. Place the overall topic as the heading of the outline. Use inquiry questions for the subheading and the responses for supporting details. Model this format for students. The examples of format list, are:

- | |
|--|
| <ul style="list-style-type: none">A. The purpose of general election<ul style="list-style-type: none">1. to choose new governor & vice governor2. to choose new government building
B. The schedule of general election of Riau<ul style="list-style-type: none">1. 30 October, 20132. 30 September, 2013
C. The numbers of candidates of general election of Riau<ul style="list-style-type: none">1 two candidates2 four candidates |
|--|

3. Paragraphs

Model for students the process of creating an overall topic sentence by reviewing their questions and responses. Each heading becomes the main idea statement of a paragraph, followed by the supporting information. After the three paragraphs are developed, add a concluding sentence to restate the main idea.²¹

²¹Katherine.D.Wiesendanger, p.155-157.

Based on the expert statement above, the writer conclude that, thisstrategy is useful because it provides cues to help the students disabilities remember and apply activities involved in the process of planning and writing. Furthemore, this strategy has 3 steps to help the students' writing, especially in writing analytical exposition paragraph.

Furthermore, there are some indicators that will be achieved by the students to the implementation of QUIP strategy that involves:

- 1) The student are able to pick a topic, their audience, and the format for their writing analytical exposition paragraph.
- 2) The students are able to list information about their topic that want to write.
- 3) The students are able to evaluate if their list is complete. Then they plan the best way to organize the ideas.
- 4) The studentsare able to activate the paragraph with a topic sentence.
- 5) The studentsare able to extrapolate information from their list of generated ideas to supply supporting sentences.

Thestudents are able to end the paragraph with a concluding sentence.

b. The Advantages of QUIPStrategy

QUIP strategy is included in prewriting activity. As the explanation in steps of writing, prewriting is the first activity in writing.Itdeveloved to aid students in both writing and reading analytical exposition paragraph²². This

²²Steve Peha. 1995-2003. *The Organizers*. www.ttms.org:TeachingThat Makes Sense, Inc.

strategy is can be used with inter mediate grade students inbothclassroom and remedialsitcation.

The advantages of using QUIP strategy are:

1. to help the students generate, organize, and to write sentences and paragraphs.
2. To help the students remember and apply activities involved in the process of planning and writing.

From this statement, it is clear that this strategy is good for writing analytical expositon paragraph. Then, it is useful for all of students, and specifically for students in the middle grades and those with disabilities.

c. Teaching writing by using QUIP strategy

QUIP is an organizing concept which directs the learner to identify the ability to develop and process exposition passages the topic in writing analytical exposition paragraph. In addition,Katherine.D.W.in implementing of this strategy, the teacher should do some steps. There are six-step strategies to help students write paragraphs. Each step follows a letter in the word QUIP:

1. *Questions (intevew grid)* Question relevant to the topic.
2. *Into(outline)*Use inquiry questions for the subheadings and the responses for suppoting details.
3. *Paragraphs* :Eah heading becomes the main idea statement of a paragraph, followed by the supporting information. After the three

paragraphs are developed add a concluding sentence to restate the main idea.²³

4.

B. Relevant Research

This research has relevance with other research, a research from Ni Made Futhermore. As gutrie suggests, the location of the main idea is importan. When it found at the beginning of the paragraph. Students as young as 2nd grade are more likely to determine the main thesis as well as the interallationship among adeas(Birkmire, 1985; Danner, 1976; Kieras, 1978;) This strategy can improve students' ability. Strategy and those who were taught by using conventional writing technique.²⁴

In 2012 Rina Hidayati has 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 Three Phase Technique at the Second Year Students of SMAN 12 Pekanbaru*. In her research, she wanted to know whether or not there was significant effect of students' ability in writing analytical exposition for students taught by using cubing technique and those who were taught by using three phase technique.²⁵ In this research, the writer used QUIP strategy to give effect on students' writing ability in analytical exposition paragraph the second year of MA.Muhammadiyah Penyasawan Kampar Regency. It is found that there significant effect of using QUIP strategy on students' writing

²³*Ibid.*

²⁴.Birkmire, 1985; Danner,1976; Kieras,1978. Unpublished.

²⁵RinaHidayati. 2012. Unpublished.

ability in writing analytical exposition paragraph between relevant research at the second year of MA. Muhammadiyah Penyasawan Kampar Regency.

C. The Operational Concept

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept²⁶. This is an experimental research which focuses on the effect of using QUIP strategy on students' writing ability on analytical exposition paragraph of the second year at MA. Muhammadiyah Penyasawan In this research, there are two variables used (variable X and variable Y). Variable X (QUIP Strategy) is independent. It is the group of control and experiment that refers to the assumption of statistical analysis of using independent sample T-test. In the other hand, variable Y (writing analytical exposition paragraph ability) is dependent. Therefore, the operational concept can be seen in the following indicators.

1. Indicators of variable X (QUIP strategy)

1. Teacher instructs the students to begin by determining a topic.
2. Teacher instructs the students to develop some questions relevant to the topic and put them in the left-hand column.
3. Teacher instructs the students to interview their family, friends and classmates as sources of information and write the responses in the right-hand column.

²⁶M. Syafii, S, M, et.al. Op cit, p. 122

4. Teacher asks the students to create an outline based on the column.
5. Teacher asks the students to write paragraph and add a concluding sentence.

2. The Indicators of variable Y (Students ability in writing exposition paragraph).

The indicators of students' writing ability in analytical exposition paragraph can be seen as follows:

- a. The students' ability in developing their ideas in writing analytical exposition paragraph.
- b. The students' ability in writing the generic structure of analytical exposition paragraph (Thesis, argumentation and reiteration) well.
- c. The students' ability in choosing appropriate vocabularies in writing analytical exposition paragraph.
- d. The students' ability in using correct grammatical order in writing analytical exposition paragraph.
- e. The students' ability in using mechanism in writing analytical exposition paragraph.

D. Assumption and Hypothesis

1. Assumption

- a. Analytical exposition paragraph has been learned by the second year students at the first semester. It is assumed that the first semester of the

second year students of MA.Muhammadiyah Penyasawan are able to write the analytical exposition paragraph well.

- b. The better Questions into Paragraphs (QUIP) strategy is applied, it is assumed that the easier students are able to master writing analytical exposition paragraph.

2. Hypothesis

Ho : There is no significant effect of mean pre-test and post-test scores between experimental class and control class of the second year at students at MA.Muhammadiyah Penyasawan Kampar Regency.

Ha : There is a significant effect of mean pre-test and post-test scores between experimental class and control class of the second year at students MA.Muhammadiyah Penyasawan Kampar Regency