

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing

a. The Definition of Writing

Writing is one of the language skills in English. It can be defined as a productive skill. Writing as a productive skill means that the process of producing ideas and feelings through written forms. According to Nunan, writing is both a process and a product.¹Talking about the writing as the process, they have already been thinking and how they are going to say it when the learners are writing something down for the first time. After finishing the writing, they have to read over what they have written and corrected. Therefore, the learners 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 form. In addition, the written form of the learners is the product that will be seen by the audiences.

¹David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 88

In writing, the learners should understand the main elements of academic writing in order that the message from their written form could be delivered as well as possible to the reader. There are four elements of academic writing that have been stated by Taylor: writer, subject matter, reader and the forms of language.² Taylor reminds student-writers that these four elements are reflected in four main characteristics of a piece of written language itself. The characteristics are as follows:

1. Your own point of view must emerge, not as a mere opinion but as a *justified judgment*.
2. You need to treat your subject matter as comprehensively and as precisely as the essay topic demands. From the range of information and ideas found in your reading you need to create a unified view. You must read carefully and do your best to make your language clarify the information and ideas you find in your books.
3. You must present your work in the appropriate fashion for academic readers. This means that you will have to learn certain *conventions* of academic writing which are, at times, quite different from those you may be used to, or those you will find in non-academic contexts.

²Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essays* (New York: Cambridge University Press, 2009), p. 21.

4. Finally, the text of your essay needs to forge a coherent unity from the many diverse elements of language and thought that go to make it. It is in many of the details of your text that your purpose is realized. An essay is not merely a vehicle for ideas, but is itself (whatever the discipline) a piece of literature.

It means that these characteristics should be created in the learners' written form in order that their writing can be accepted by the academic readers. Furthermore, Richard said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.³ 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 are talking about.

b. The Purpose of Writing

Writing is a meaningful activity. When the learner writes something, he or she has purposes for writing. In general, the learners write either because they are required to or because they choose to write for their own reasons, like wanting to express their ideas, thoughts, or even their feeling. It means that the learners have their own purposes in writing process. The purposes of these writing will consider the audiences' needs. So, the learners will be easy to

³Jack C. Richards, *Second Language Writing* (New York: Cambridge University Press, 2003), p. 9

develop their ideas coming from what the purposes of their writing are. If the learners do not know the purposes of the writing, they will not master in collecting the ideas. Briefly, the students should be able to identify the purposes of writing in order that they can achieve good academic writing.

The following are several parts of writing purposes that have been stated by Grenville:⁴

1. Writing to entertain

It doesn't necessarily make the readers laugh; but it at least *engages their feelings* in some way. It means that as a purpose or goal of writing, entertaining is often used with some other purposes to explain, argue, or inform in a humorous way. Sometimes, however, entertaining others with humor is our main goal. Entertaining may take the form of a brief joke, a newspaper column, a television script, but its goal is to relax the audiences and to share some stories of humans' foibles or surprising actions.

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

⁴ Kate Grenville, *Writing From Start to Finish A six Step Guide* (Crows Nest: Allen &Unwin, 2001), p 10

2. Writing to Inform

It tells the reader about something. Writing to inform is one of the most common purposes for writing. The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good reading. But entertaining the reader isn’t their main purpose—that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. Writing to Persuade

It tries to convince the reader of something. 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.

In addition to explanation above, the following are some parts of writing purposes that have been stated by Fulwiler:⁵

⁵Toby Fulwiler, *College Writing A personal Approach to Academic Writing* (Portsmouth: Boynton/Cook Publishers, 2002), p. 83

1. Writing to Explain and Report

Writing to explain, or expository writing, is the most common of the writing purposes. The writer's purpose is to gather facts and information that combines them with his or her own knowledge and experience, and clarify for some audiences who or what something is, how it happened or should happen, and/or why something happened.

Explaining the “who is, what is, how is, why is, and wherefore is” requires that the writer analyzes the subject (divide it into its important parts) and shows the relationship of those parts. Thus, writing to explain relies heavily on *definition, process analysis, cause/effect, analysis, and synthesis*.

2. Writing to Argue and Interpret

An arguing essay attempts to convince its audience to believe or act in a certain way. It provides some arguments that can catch the audiences' believing. In the academic world, arguments are a means of creating belief, changing minds, and altering perceptions.

In disciplines such as English, art, history, and philosophy, argument is commonly called *interpretation*, and takes place in scholarly articles, critical reviews, and interpretative essays where the meaning or significance of an idea is open to friendly debate.

So, in writing, the writers have their own purposes. Writing is to entertain, inform, persuade, explain, report, argue, and interpret.

c. The Process of Writing

Writing is one of the activities that needs several processes in it. According to Oshima and Hogue, writing is never one-step action; it is an ongoing creative act.⁶ It means that the learners do 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 what they want to say.

In addition, Zemach and Rumisek said that when we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.⁷ There are five steps in writing process that have been explained by Simon and Schuster:⁸

1. Pre-writing

The process of writing is begun by pre-writing activity. Prewriting is a way to get ideas. There are three activities that should be done in this field. First, choose a topic. It means that the learners should keep in mind what their topic is. This topic can be given by the teacher, or even if the teachers do not give the topic, the students should choose their own topic. Second, gather the ideas. It means that after choosing the topic, the learners should think about what they will write about the topic. Third,

⁶Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007), p. 15

⁷Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan, 2006), p. 8

⁸Simon and Schuster, *Essay Writing STEP-BY-STEP* (New York: Newsweek, 2003), p. 8

organize. The organization of the ideas in writing is very important because the better organization of the ideas, the easier it will be understood by the reader. The organization of the writing refers to the arrangement of ideas. It means that the writer should be able to choose which of ideas that he/she wants to use and where he/she wants to use them.

2. Writing a first draft

In this step, the writer begins to write. It means that he/she starts to write the paragraph from start to finish.

3. Sharing

Sharing ideas to others is very important. Here, the writer should check what he/she has written and ask someone else to check it too. Getting a reader's opinion is a good way to know if the writer's writing is clear and effective.

4. Revising into a second draft

After getting a reader's opinion, the writer should rewrite the written form. Here, the writer makes improvement to the structure and content by considering a reader's opinion.

5. Editing into final draft

Finally, the writer should read the essay aloud. It can be read to her/himself or even to someone else. This time, the writer should make sure that he/she has corrected the errors.

d. The Components of writing

There are some components that should be considered in writing activity by the writer. It is very crucial to understand because the written form will be evaluated that it is good or not from the components of writing. There are five components of writing that have been stated by Jacobs⁹, those are:

1. Content

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

2. Organization

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

3. Vocabulary

In writing, vocabulary needs to be mastered by the writer. It should be sophisticated range, the effectiveness in using word idiom, the suitable of word choice, and the appropriate of its usage.

⁹ Holly L. Jacobs et al., *Testing ESL Composition: A Practical Approach* (Tokyo: Newbury House Publishers, 1981), p. 92

4. Language Use

The language use is very important, because Writing well is not easy. It takes practice, as well as revision and editing. In academic and business writing, it is important to be as clear and concise as possible. It should be considered because the written form is made for the reader. So, the writer should make how the written form can be understood easily.

5. Mechanics

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization, and paragraphing.

2. 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 in teaching how to write, but that will also be the most effective in helping their students learn to write.

Remembering the importance of teaching writing in language teaching, Patel and Jain stated that writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.¹⁰ It means that teaching writing should be done. The teacher should not just teach the students how to write an English passage, but he/she 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 explanation above, Harmer 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:¹¹

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 students sometimes need to write the material that they have been gotten into the short written form because this way may increase their understanding.

¹⁰ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publisher, 2008), p. 125

¹¹ Jeremy Harmer, *How to Teach English An Introduction to the Practice of English Language Teaching* (London: Longman, 2000), p. 79

b. Language development

We can't 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 for some others, they need to produce language in a slower way, like writing.

d. Writing as a skill

Writing as a skill means that it should be mastered by the students because they need to know how to write a letter, how to put written reports together, how to reply to advertisements, etc.

Therefore, based on the explanation above, teaching writing is very crucial in language teaching.

3. The Principles of Teaching Writing

In teaching writing, the teachers need principles that can help them in teaching process. It is really needed to help the students to reach their goals of study. The following are the principles of teaching writing that has been explained by Nunan:¹²

¹²David Nunan, Op. Cit., p. 92

a. Understand the students' reasons for writing.

It is important to understand and convey the teachers' and the school's goals of study to make sense for the students. It means that the teacher should consider the focus of the writing that has been done in writing class.

b. Provide many opportunities for students to write

Writing is almost always improved with practice. It means that writing without practice is nonsense. So, the teachers should evaluate the lesson plan to make sure that the time for practice in writing class is enough.

Practice writing should provide students with different types of writing as well. It means that the teacher should be a creative teacher in finding different types of writing forms like journal entries, letter writing, summaries, poetry, etc. that can be practiced in class.

c. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it does not always have the intended effect. It means that the teacher should make the feedback of the students' writing to be helpful and meaningful. The teacher should make sure to give feedback that can be understood by the students easily.

d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teacher should make the outline of the weight of grammar and mechanics in relationship to content and ideas, as well as other features of writing that is important.

4. The Concept of Paragraph

a. The Definition of Paragraph

According to Zemach and Rumisek, paragraph is a group of sentences about a single topic.¹³ It means that paragraph is a group of sentences that develops a single point, idea or topic. The sentences of the paragraph explain the writer's main idea about the topic. In academic writing, a paragraph is often between five and ten sentences long, that can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually intended (moved) in a few space.

Paragraph is used to help the reader follow the logic of arguments that is provided in it. It should not be too long (generally speaking, paragraph that is longer than 3/4 of a page is probably too long) or too short (one or two sentence paragraphs probably have not given the reader enough information). When writer begins a new idea, a point that contrasts one he/she is just

¹³ Dorothy E Zemach and Lisa A rumisek, *Op. Cit*, p. 16

discussing, or when he/she is raising a related but separate point, it is probably time to start a new paragraph.

b. The Components of Paragraph

A paragraph has three basic parts that have been explained by Zemach in Rumisek¹⁴, they are:

1) The topic sentence

This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

2) The supporting sentences

These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

3) The concluding sentence

This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

¹⁴*Ibid*, p. 17

5. The Concept of Analytical Exposition Paragraph

a. The Definition of Analytical Exposition Paragraph

Analytical exposition is one of the expository paragraphs. According to Kane, expository paragraphs deal with facts, ideas, and beliefs. They explain, analyze, define, compare, illustrate.¹⁵ 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.¹⁶ It means that analytical exposition is one of the paragraphs that has some arguments 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 as an important topic for discussion or attention by way of the arguments or the opinions that support the idea or topic.

¹⁵ Thomas S. Kane, *The Oxford Essential Guided to Writing* (New York: Oxford University, 1988), p. 89

¹⁶ Th. M. Sudarwati and Eudia Grace, *An English Course for Senior High School Students Year XI Science and Social Program* (Jakarta: Erlangga, 2007), p. 109

b. The Generic Structure of Analytical Exposition Paragraph

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,¹⁷ 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 on the fact that have been admitted to the truth by policy.

¹⁷*Ibid.*

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 that has been stated in thesis. Moreover, grammatical patterns that are usually applied in this genre are using; declarative sentence (positive or negative), 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 Features of an Analytical Exposition Paragraph

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.

6. The Concept of Group Critiques Strategy

a. The Definition of Group Critiques Strategy

Group critiques strategy is one of the teaching writing strategies. According to Urquhart and Mclever, Group Critiques Strategy is a strategy that works to help and develop small work-group skills to organize and direct the activity of the group, and build students' ability to provide helpful comments while analyzing others papers¹⁸. This strategy consists of two words, they are:

1. Group: it is used to refer to number of people or things together.

It means that group function is the students' way to get information.

2. Critiques: it is used refer to pieces of written criticism of a set of ideas, work of art, etc. The definition of the word '**critic**', however, indicates it is '*someone who passes judgement on something, usually in reference to art and literature*'. That is a neutral statement, the 'judgement' could be either positive or negative, or a combination of both. Critique is the process by which you learn to identify strengths and weaknesses. If you can not learn to identify both, you will never be able to overcome weaknesses or fully exploit your strengths. Critiques are not about creativity and the essence of the idea (except as far as helping you clarify your meanings). Critiques are about the business side of writing. If you are writing for only yourself,

¹⁸ Vicky Urquhart and Monette Mclever. *Teaching Writing in Content Areas*, (Colorado: McRel Publisher, 205) p.128

you do not need critiques. defines criticism as "...informed discourse about art to increase understanding and appreciation..." As such, criticism involves much more than the relatively simple act of judging--of determining whether one "likes" or "dislikes" a piece.

a well-focused **Group Critique**, where the members of a group pass comment on each others' work, can be equally valuable. For one thing, members of a group tend to know each other fairly well, and can be more open about making suggestions or asking questions.

Some members of a group might feel they are not experienced enough or knowledgeable enough to critique someone else's work, but the truth is that *we all have something valuable to offer*. Any person who attempts to put pigment to paper or to canvas has the ability to contribute to a group critique. We all know "a little something" that the next person may not be aware of, or may not have thought of.

It means that this strategy will guide students to conduct their writing in analytical exposition paragraph. According to childers, there are five Techniques for Managing Group Critiques, that is:

1. **Know your group, and tailor your critique sessions accordingly.**

It is helpful to begin each reading with a quick introduction, in which the writer is given the opportunity to communicate her needs to the group. This helps other group members critique according to individual needs, which is helpful in a group that contains both emerging and professional

writers. Some writers just want a listening ear, or a little encouragement. Others prefer a more detailed assessment of their work, seeking advice on plot twists and characters. This method produces a good, focused critique that the writer can use.

- 2. Ask each member of the group to read her work aloud, rather than simply giving group members copy to read silently.**

Reading your work aloud helps you check for awkward phrasing, clumsy dialogue, or a plot point that does not ring true. If there are emerging writers in your group, be aware that they may feel too shy or embarrassed to share their work at first. It might take a few meetings for them to get comfortable enough to read. My solution? Offer to read their work aloud for them, so that they can hear how it sounds without experiencing the agonies of stage fright.

- 2. Make sure that writers who want to publish their work are going about it the right way.**

Professional presentation and knowing your target market are paramount. Encourage group members to do their research, target a publication to query, and find out their submission guidelines. When asking the group to critique a piece that's ready for publication, provide the group with the publication's submission guidelines, so that group members can judge your piece accordingly.

3. **Set a high standard for your own work, and expect others to do the same.**

When presenting your work to a group, make clean copies for everyone and practice your reading technique. Make sure that your piece has been through a bare-bones edit first, so that they are not wasting their time correcting your hideous grammar and bad spelling. That is your job. Sure, everyone slips up now and then—it is easy to make a typo, or three. But if you are not putting your best foot forward, you are wasting your time—and everyone else's. Go big or go home. Give each piece a detailed once-over. Read it aloud to yourself before anyone else ever hears it. That is a minimum. Present your work professionally, and you will be treated with respect. Start off sloppy, and you've got a big strike against you right off the bat.

4. **Keep the discussion on track, and don't let one person dominate the discussion.**

It is easy to get distracted. Beware any critique that begins with, "This story reminds me of a time, right after my divorce..." To avoid this issue, set a time limit to make sure everyone gets a chance to speak their piece. If you find a critique getting off-track, you need to re-direct the discussion. Try a simple, yet firm, "We are getting off the subject. Let's re-focus." If there is someone who is just not getting it, you can always speak to them privately and let them know they are out of line. As

facilitator, it is your responsibility to address these issues before they become a real problem. While it may feel awkward at first, if someone is wasting the group's time—or their work is not up to par—it is up to you to call them on it. You might ruffle a few feathers, but the rest of the group will respect you for having the courage to take charge, and your group will function better as a result. Every group feels these growing pains—it is natural. Just keep your focus on the work, and your feet on the path, and your group will thrive

A critique group, well chosen and organized, can provide the members with invaluable exposure to fresh insights and new ways of looking at and growing in their work over a period of time. In a critique group. Works are not just shown to be admired; comments made are both positive and negative and, in the best of situations, delivered in the spirit of constructive advice for improving the work. In a good critique group, each member is met on her or his level; treated seriously; spoken to with respect; given thoughtful responses to the work shown; and encouraged to stretch, grow, and see the work in new ways.

b. The advantages of Group Critiques Strategy

Every strategy has its own procedures to be applied. The procedures will bring the user of the strategy receive the advantages. It is the same as Group Critiques strategy, it also has the advantages. The first phase of the group critiques, teacher orients to the students what they already know about a topic and helps them develop about what they might want to know. And then ask the students to analyze the paper and find out the mistakes on the paper. By using Group Critiques strategy, the students will know how to write writing correctly.

c. Teaching Writing by Using Group Critiques Strategy

In teaching writing, a teacher needs a suitable strategy to improve students' ability. As Brown says, strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. According to Urquhart and Mcleaver, by using group critiques strategy, students are asked to find out and identify some information of the topic in analytical exposition paragraph by giving helpful comments in papers. Group critiques strategy can be applied in groups. There are some steps in conducting group critiques strategy in the classroom, especially in teaching and learning writing. The processes about implementing this strategy are as follows:

- a) The teacher gives the instruction to the students that they are going to work on a group critiques
- b) Teacher divides the students into 5 groups in which each group consists of six students and then. The teacher gives a topic to each group
- c) The teacher asks the students to write writing assignments related to topic.
- d) The teacher asks students to collect their writing and redistribute the papers to another group. Each group reads and analyzes the paper
- e) The teacher asks students to give comments about the paper and then, the teacher asks students to submit their writing, Finally, the teacher evaluates their writing

B. Relevant Research

To avoid the same title used in this research, the writer would like to show the relevant research which were done by two previous students of English Education Department of State Islamic University Sultan Syarif Kasim Riau. According to Syafi'i, relevance research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. These are some researches are conducted by some researches relevant to this research.

In 2012, Kurniawan¹⁹ 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 at state Islamic senior high school 2 Model Pekanbaru. From his research, he found that there is 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. This strategy had similar purposes with group critiques strategy that is to improve students’ ability in writing analytical exposition paragraph. So, in this research, the writer would like to use group critiques strategy to know students’ ability in writing analytical exposition paragraph of the second grade at state senior high school of 1 Dayun Siak regency.

¹⁹ 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

This research has relevance with other research, a research from Rina²⁰. She conducted a research entitled “The Effect of Using Cubing Technique toward ability in writing analytical exposition paragraph at the second year students of SMAN 12 Pekanbaru. She tried to find out the effect of Using Cubing Technique toward ability in writing analytical exposition paragraph at the second year students of SMAN 12 Pekanbaru. In her research, she wanted to know whether or not there was a significant difference of students’ ability in writing analytical exposition between students were taught by using cubing technique and those who were taught by using three phase technique.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is an experimental research which focuses on the effect of using group critiques strategy on writing ability in analytical exposition paragraph of the second grade students at state senior high school of 1 Dayun Siak regency. Therefore,

²⁰Rina Hidayati. *The effect of using Cubing Technique toward ability in writing analytical exposition text at the second year students of SMA N 12 Pekanbaru*.2012

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. There are two variables used. The first is using group critiques strategy which refers to the teacher's strategy in teaching writing. The second is students' ability in writing analytical exposition paragraph. Using group critiques strategy is an independent variable (X) and writing ability in analytical exposition paragraph is a dependent variable (Y). To operate the investigation on the variable, the writer worked based on the following indicators:

a. The indicators of variable X

Procedures of Experimental Group

The treatment was conducted for experimental group only. The treatment used group critiques strategy in students' ability in analytical exposition paragraph, there are the procedures of group critiques strategy in learning process:

- a. The teacher gives the instruction to the students that they are going to work on a group critiques
- b. Teacher divides the students into 5 groups in which each group consists of six students and then. The teacher gives a topic to each groups
- c. The teacher asks the students to write writing assignments related to topic.

- d. The teacher asks students to collect their writing and redistribute the papers to another group. Each group reads and analyzes the paper
- e. The teacher asks students to give comments about the paper and then, the teacher asks students to submit their writing, Finally, the teacher evaluates their writing

b. The indicators of variable Y

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

1. The students' ability to express their ideas in writing analytical exposition paragraph.
2. The students' ability to write sentences correctly, especially in writing analytical exposition paragraph.
3. The students' ability to choose vocabulary appropriately in writing analytical exposition paragraph.
4. The students' ability to write correct spelling of using vocabulary.
5. The students' ability to use grammar correctly.
6. The students' ability to write coherent paragraph

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis, the writer would like to present some assumption about this study as follows:

- a.** The students' ability in writing analytical exposition paragraph are various.
- b.** Teaching strategy can influence the students' ability in writing analytical exposition paragraph.

2. Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

H₀: There is no significant difference of students' ability in writing analytical exposition paragraph taught between using and without using Group Critiques strategy at state senior high school 1 Dayun Siak regency.

H_a: There is a significant difference of students' ability in writing analytical exposition paragraph taught between using and without using Group Critiques strategy at state senior high school 1 Dayun Siak regency.