

## **II. LITERATURE REVIEW**

This chapter presents things that are crucial for this research. They are (1) Concept of writing, (2) Paragraph Writing, (3) Concept of Picture Series (4) Concept of analytical exposition text, (5) Procedure of applying picture series in teaching analytical exposition text, (6) Theoretical assumption, and (7) Hypotheses.

### **2.1 Concept of Writing**

Writing is a communicative activity needs to be encouraged and nurtured during the language learners' course study. Beside that, writing is one of production skills concentrating on comprehension. Learners, in his sense will be able to produce well writing with the ability to comprehend writing arts. An art of writing involves the main idea stated in the topic sentence, supporting sentence and concluding sentence. When we write, it means that we translate our thought into written language. That is why writing is the one of language skills which is used in communication. This communication is indirect one and it focuses on audience and purpose. Writing skill needs several components to master, including: word choices, grammar, syntax, mechanics and organization Gebhard (1996: 221).

Raimes (1983:3) states that writing reinforces us to use structure, idiom, and vocabulary which we have studied in the previous lesson. Furthermore, she also explains that the other aspects of language skill are involved when the students apply their ideas on a paper. Moreover, Raimes (1983: 76) says that writing is a skill in which we express ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication. Writing skills require the learners a careful writing. The plan should be adapted to ensure proper length, unity, coherence, logical development and organization of ideas.

Writing includes certain components. According to Harris (1974: 68) the components are content, grammar, form, style, and mechanic. Content means the substance of the writing, the idea expressed (unity). Grammar means the employment of grammatical forms and synthetic patterns. Form means the organization of content (coherence). Style is the choice of structures and lexical items to give a particular tone or flavor to the writing. Mechanics are the use of graphic compositions. It is the general term for matters of spelling, capitalization, hyphenation, abbreviation, and the like.

### **2.1.1 The Elements of Writing**

There are five classifications of the elements of writing according to Heaton (1991: 146). They are:

1. Content. This aspect denotes the thought that is written about in the passage.
2. Organization. It has relationship to the paragraphs, topic sentence, supporting details, cohesion (the sentence in a paragraph flow smoothly from one to another, showing a clear relationship between them) and unity (discuss only one main idea in a paragraph, which is expressed in the topic sentence).
3. Vocabulary. This component deals with the choice of efficient word appropriate to the content.
4. Language Use. This aspect views the use of correct and appropriate sentences.
5. Mechanics. This point concerns with the use of spelling, punctuation, capitalization, hyphenation and abbreviation.

Understanding the important elements of writing, moreover in argument essays like analytical exposition text can enable the writer to construct arguments that are more logical and ultimately write more persuasively. Learning to write effective arguments can also help writers think more clearly about complex issues that at some point demand a reasoned opinion based on logical, empirical, or mixed evidence.

### 2.1.2 Types of Writing

There are four main types of writing. They are:

a. Narration

Narration is story telling. It involves writing about an event or a series of event, real or fictitious. In narration, events are recounted in the order in which they occur. However, the purpose of the narrative writing is not usually, just to relate a sequence of events. A narrative may contain a particular message that the writer wants to get across.

b. Description

It relates to the description of something in order to make the readers see, feel or hear what the writer feels, sees or hears. A description can be objective or suggestive. Objective description deals with fact of technicalities that give no judgment or emotional reaction. The purpose is mainly to describe fact, while suggestive description involves the impressions and feelings that the writer has about what he/she is describing. Beside that, descriptive paragraphs can be divided into description of place and description of a person.

c. Exposition

Expository writing usually are more tightly structured, the information arranged according to the writing purposes and the relationship demanded by subject matter. A paragraph explaining how something works, for instance requires chronological, step by step organization. Beside that, expository writing should be precise, clear, and straight forward. Examples of expository writing are factual reports or explanation of processes.

d. Argumentation

Argumentation is a form of writing in which we argue for certain idea and try to persuade the readers to adopt your point of view. In argumentative writing, the writers not only inform but also attempt to convince the readers that the point of view is right. Written argumentative is sometimes more difficult because the writers does not see the readers facial expression, hear their voice, or experience their presence. For this reason, writing argumentative demands careful planning, analysis of the audience, and sufficient evidence to prove to your reader that your opinion is valid.

The analytical exposition text used in this research is a kind of argumentative essay. It utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

### **2.1.3 Importance of Writing**

The important reason for teaching writing to students is because writing helps the students to learn. Writing reinforces the grammatical structures, idioms and vocabularies that have been taught to them. When students write, they have a chance to be adventurous with the language, to go beyond what they have just learned. When they write, they necessarily become very involved in the new language.

Furthermore, writing is a major tool for learning because writing involves the activity of thinking. While we are writing, actually we are also practicing to communicate and express our idea in written form. We also learn something new in writing activity. The assumption about learning to write is not true. However, student's writing to learn. White (1986:1) states that writing makes our thoughts more communicable to other people as well as to us. Because we live in a multicultural society with many value systems, knowing how to communicate our thoughts accurately is more than necessity- it is a survival tactic.

#### **2.1.4 Teaching Writing**

Every activity has a purpose, so does writing. Here are the purposes of writing:

- a. *To inform*, writers may have more than one purpose in any assignment. They may wish primarily to inform, that is, to convey information.
- b. *To amuse*, when the purpose in writing is to amuse or entertain
- c. *To satirize*, satire is often a form of humor but has serious purposes
- d. *To persuade*, if the purpose in writing is to persuade, writers need to influence reader's thought and action.

Furthermore, aspects of rhetorical competence need to be covered in the teaching of writing which is concerned of how to limit and focus on the topic in a manner appropriate to its overall approach and length, remain focused on the topic, create and use paragraph effectively, maintain a consistent point of view, sequence ideas in a logical manner, and also use coherence and cohesion devices appropriately and as necessary (Kroll in Reid, 1993: 231). According to Moore (1965: 203) the

level of language to be used will depend on the subject, the purpose of the writing, and the audience addressed. The teacher, then, should provide students how to select the level that will be appropriate to the occasion and be consistent in language level throughout their composition.

## **2.2 Paragraph Writing**

A paragraph is a basic unit or organization in writing in which a group of related sentence develops one main idea. A paragraph can be as short as one main sentence or as long as ten sentences (Oshima and Hogue, 1999:16). Bruington (1984: 221) states that a paragraph is not just a clump of sentences whose first line is intended. It is a series of sentences that combine to prove one main idea.

A paragraph is a group of sentences which develop one central idea. It means, ideally, a paragraph has only one main idea which is put on the topic sentence. This topic sentence will be supported by several supporting sentences. A paragraph can be made up from short or long sentences. But, the unity of this paragraph still has to be concerned. A paragraph should be long enough, so that the main idea can be clearly explained.

Another definition pointed out by Butler (1978: 37 ) that a paragraph is a linked series unit of related sentences that develop one central idea.. It is a group of related statements that a writer develops about a subject. The central idea of a paragraph is usually stated in a topic sentence somewhere in the paragraph.

Generally a paragraph has three basic parts. They are topic sentence, supporting sentence, and concluding sentence. Topic sentence is the sentence that express the

main idea of the paragraph. It is not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of single paragraph. Second, supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reason, example, facts, statistics, and quotation. Third, concluding sentence at the end of the paragraph and leaves the reader with important points to remember.

In addition, a paragraph is a collection of sentence which all relate to one main idea or topic. An effective paragraph has four main characteristics: a topic sentence, unity, coherence, and adequate development.

Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. For this reason, coherence is closely related to unity. To achieve coherence, then, a writer should show how all of the ideas contained in a paragraph are relevant to the main topic.

There are three parts of paragraph writing. They are: topic sentence, supporting sentence and concluding sentence. Topic sentence function helps the writer avoid sentence which are extraneous stray from the paragraphs main idea and can destroy its unity. Supporting sentences used to develop and support the topic sentence controlling ideas in the topic sentence. Concluding sentence is a sentence which is the sum of all the contents of an essay. Topic sentence actually maybe put anywhere in paragraph, for instance at the beginning, the end, the middle or implied the writer does not write the topic sentence at all but it is clear to the reader from the content of the paragraph. And then supporting sentence must be



explained, described and or proven with specific supporting detail. The conclusion has to summarize the all parts of the paragraph.

Criteria of a good paragraph in order to build up a well form of paragraph, the learner needs to comprehend the criteria of good paragraph should be unified all the sentences. A paragraph is coherent when the sentences are woven together in such a way that the reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than as series of separated sentence. Basically, coherence means the sentences in a paragraph are connected each other.

To write a good paragraph, a writer should consider several criteria of making good paragraph. A good paragraph must have a topic sentence, several supporting sentences and a concluding sentence. Beside that, the writer also has to take into account about the paragraph unity and coherence. By having this coherence, the idea of a paragraph will flow smoothly and the meaning can be caught by the readers easily.

There are three important elements of a good paragraph (Oshima and Hogue 1999:15). These elements will make the writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists the readers in following a piece of writing. One may have fantastic ideas, but if those ideas aren't presented in an organized fashion, the reader will lose (and fail to achieve the goals of writing). The elements are:

a. Topic sentence

Topic sentence is the sentence where the main idea and the controlling idea exist. This controlling idea makes a specification about the content of the paragraph. The topic sentence is usually found at the first sentence in a paragraph.

b. Supporting sentences

Supporting sentences are the sentences that develop or explain the topic sentence. These supporting sentence give more information about the main idea so that the message and the content of a paragraph can be comprehended by the readers.

c. Concluding sentences

Concluding sentence is the sentence that concludes the main point of the paragraph. This signals the end of the paragraph.

A paragraph has coherence, or flows, when the details of the paragraph fit together in a way that is clear to the reader. Coherence is partially the product of choosing an appropriate paragraph pattern for ideas, and partially the product of sentence level control. Here are the criteria of paragraph coherence:

- Use Pronoun. A pronoun (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.
- Use parallelism. Parallelism is created when you use rammatically equivalent forms in sequence within a paragraph. For instance, you

could use three nouns in a series or three verbs in a series to make a point. Here is to create parallel structures within a paragraph:

- **Use parallel words**, such as nouns or verbs, example: He sang, wrote, and arrange the instrument of his song.
  - **Use parallel phrase**. Example: He wrote to sooth the pain of the death and to remember what had happened on that horrible night.
  - **Use parallel clause**, such as dependent clauses. He wrote after the World War 1, when the rubble had been cleared, where so many innocent civilians had perished.
- Contain organization. Maintain consistency of tone, register, and point of view. From general to specific, from specific to general, chronological order, space order, steps, comparison, contrasts and cause-effect.
  - Use Transitional words. Transitions are words or phrase that specify a relationship between sentences and between paragraphs. They help direct the reader from one idea to another. Commonly used transitions are shown below:
    - **To specify sequence**: Again, also, and, and then, besides, finally, first ... second ... third, furthermore, last, moreover, next, still, too.
    - **To specify time**: As soon as, at last, at that time, before, earlier, immediately After a few days, after a while, afterward, as long, in

the meantime, in the past, lately, later, meanwhile, now, presently, simultaneously, since, so far, soon, then, thereafter, until, when.

- **To specify comparison:** again, also, in the same way, likewise, once more, similarly.
- **To specify contrast:** although, but, despite, even though, however, in contrast, in spite of, instead, nevertheless, nonetheless, on the contrary, on the one hand ... on the other hand, regardless, still, though, yet.
- **To specify examples:** after all, for example, for instance, indeed, in fact, of course, specifically, such as, the following example, to illustrate.
- **To specify cause and effect:** accordingly, as result, because, consequently, for this reason, hence, if ... then, since, so then, therefore, thereupon, thus, to this end.
- **To specify place:** to the left, to the right, above, adjacent to, below, beyond, closer to elsewhere, far, farther on, here, near, nearby, opposite to, there, to the left, to the right.
- **To specify concession:** although, it is true that, granted that, I admit that, it may appear that, naturally, of course.
- **To specify summary, repetition, or conclusion:** as a result, as has been noted, as I have said, as mentioned earlier, as we have seen, in

any event, in conclusion, in other words, in short, on the whole, therefore, to summarize

### **2.3. Concept of Picture Series**

Teachers are suggested to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Using picture series is the strategy that is used in this research. It is also called “sequenced pictures”. It is made from a wide paper that contains several pictures. That picture related each other, so it becomes a series stories. Bowen (1982: 2) stated that sequenced picture were series of pictures as a single subject. As stated by Heaton (1991: 133). a picture or a series picture is not only provides the taste with the basic material for this composition but stimulates imagination powers

There are some benefits gained by using picture series:

- a. Picture series contains writing material that provide the necessary information; an excellent divide or providing both purpose and content for writing is the use of pictures (Heaton, 1988: 135)
- b. Picture series devices are able to stimulate students’ imagination. Heaton (1990: 107) states that, in everyday life, students may sometimes be required to describe people, objects, places, and even processes. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for

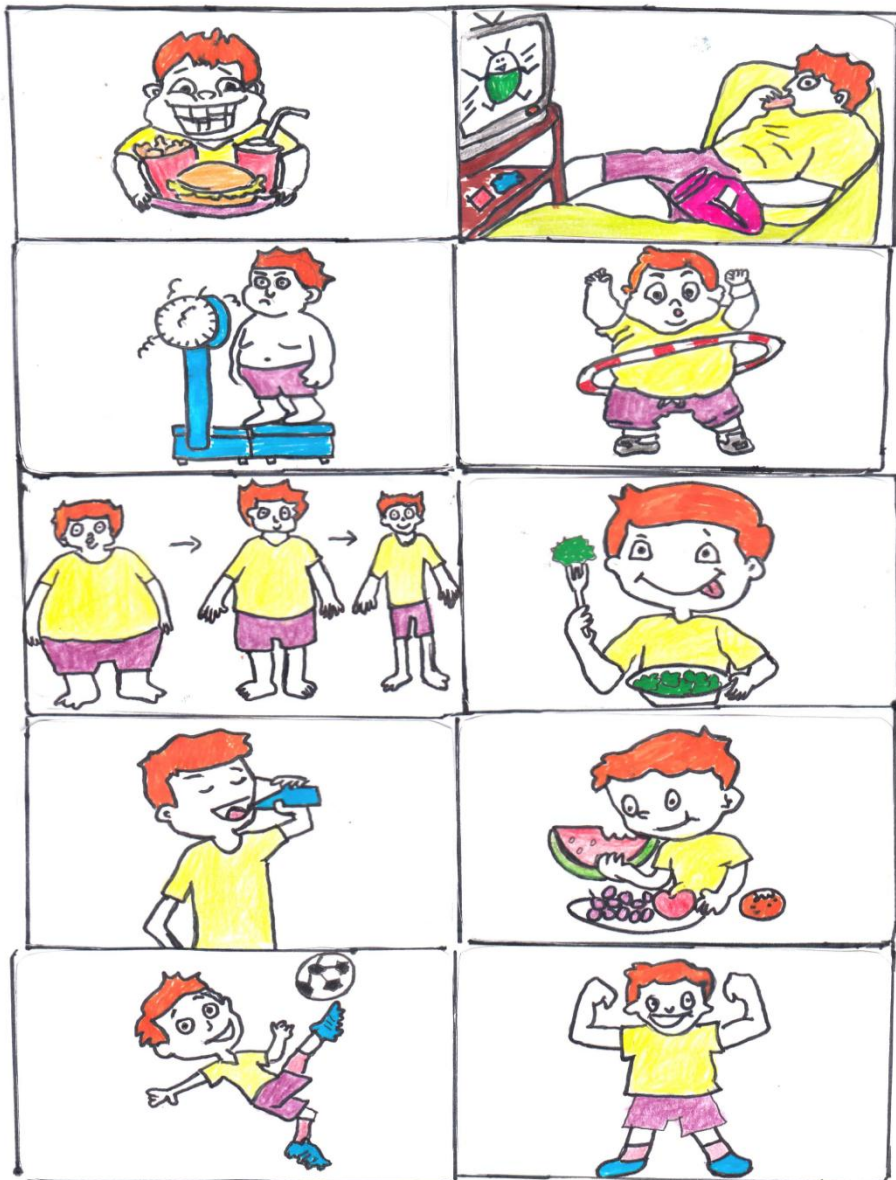
such tasks, enabling them to give their full attention to using written language.

c. Picture series devices are able to elicit the focus of students' attention.

People like the pictures so that they will be motivated to make expression.

These are the examples of picture series:

Picture Series 1

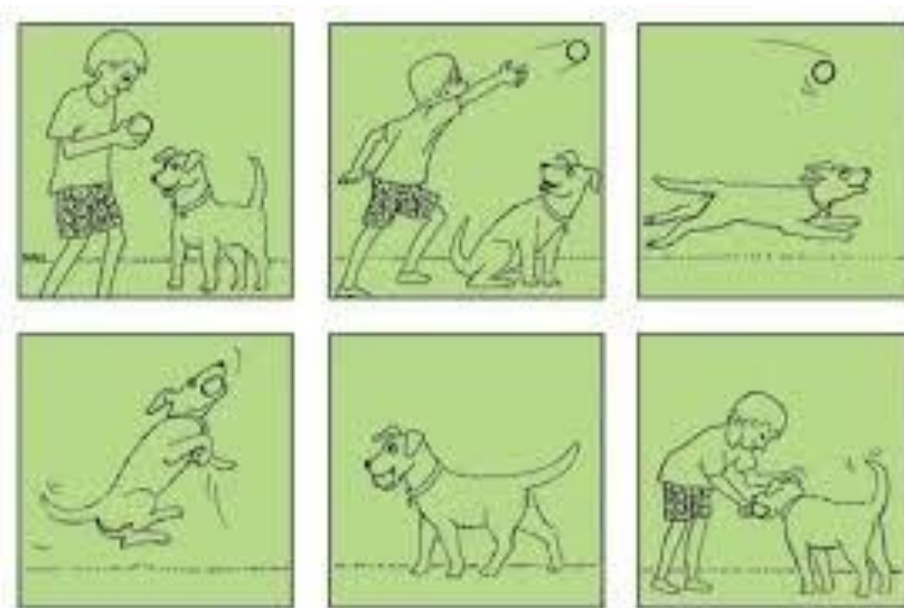


Picture Series 2



Source: <http://blogs.technet.com/HHHComicSeriesDay1.jpg>

Pictue series 3



Source: <http://www.vanasch.school.nz/images/catalog/cat218-lge.jpg>

Through picture series, the students will have a chance to think critically about interpretation of the events in the picture and write their ideas. In addition, Brown, et al (1977: 186) states that picture can be used in many stages of the instructional process: to introduce the motive study of new topics, to clarify misconceptions, to communicate basic information and to evaluate students' progress and achievement.

In relation to the selection of picture series, pictures should be linked, continuity of characterization, setting and subject from picture to picture. There are some factors that should be considered before selecting pictures. Firstly, picture should capture the interest and imagination of the students. Hence, teacher also should give the interesting pictures such as cartoons, comics from books or magazines so they can interest the students to begin writing about students' thoughts and feeling, and stimulate students' imagination. No matter the way series of picture are presented, the students will gain how a vary sentence construction (begin and write a new paragraph that contains a topic sentence, supporting details and a closing sentences), how to give a climax in the story and how to finish the story as interesting as possible.

#### **2. 4 Concept of Analytical Exposition Text**

An analytical exposition is a type of written text that is intended to persuade 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 text can be found in scientific books, journals, magazines, newspaper articles, research report etc.

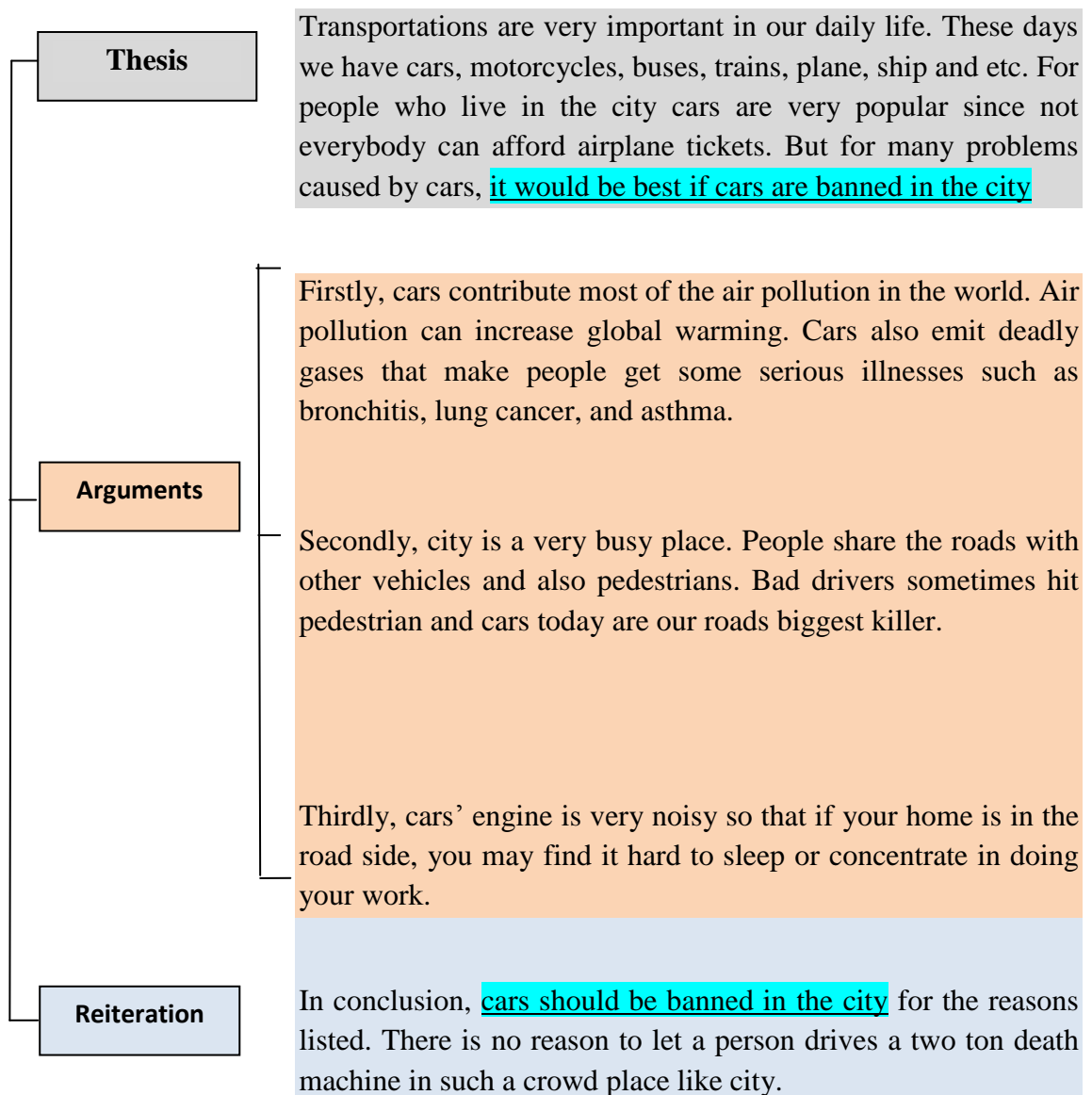


Analytical expositions are popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion.

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.

An example of analytical exposition text:

### **Cars Should Be Banned in the City**



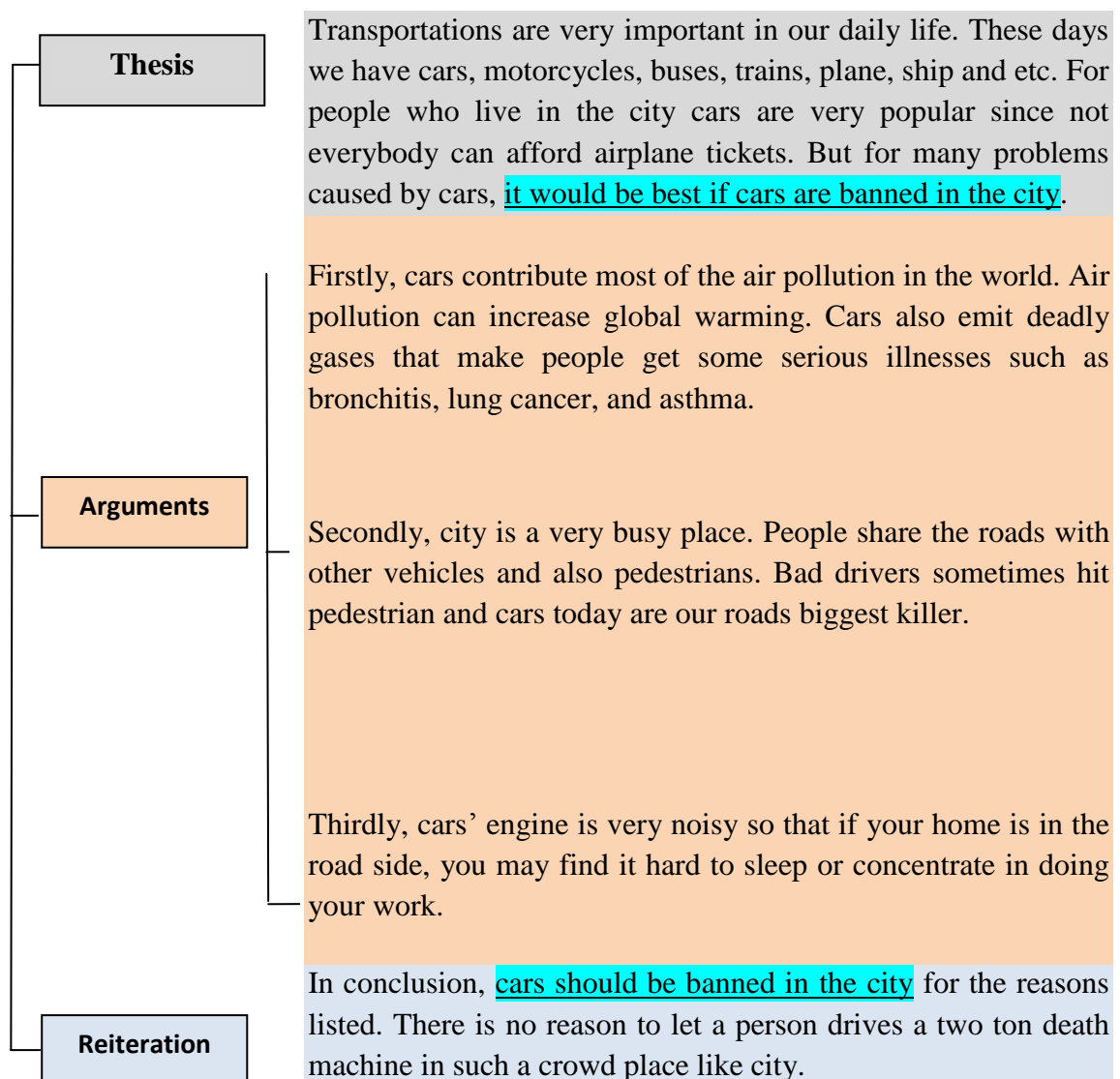
## 2.5 Procedure of Applying Picture Series in Teaching Analytical Exposition Text

Procedure of applying picture series is used to make sure that the research is systematically arranged and to avoid confusion. Here are the procedure of teaching analytical exposition text through picture series:

1. The teacher ask students to read a sample of analytical exposition text and make sure that they get a clear understanding about the text.

Here is a sample of analytical exposition text:

### Cars Should Be Banned In The City



2. The teacher shows one example of material (a picture series) to the students.
3. The teacher asks students to describe the pictures and explains how it is used as an aid for making a good analytical exposition text.
4. The teacher distributes another material (Picture Series)
5. The teacher asks students to write an analytical exposition text regarding the pictures. These are what the teacher needs to remind students before they start writing:
  1. In the first paragraph
    - Ask them to introduce clearly the topic
    - Ask them to inform the reader the point of view
  2. Establish flow from paragraph to paragraph
    - Ask them to stay focused on the point of view throughout the paragraph
  3. Conclusion
    - That the conclusion restate the main idea
6. The students then hand in their work.

Time allocation for writing analytical exposition text for grade XI is 4x45 minutes. It is estimated by seeing the programs and the materials available in semester 1 and 2.

## **2.6 Theoretical Assumption**

Picture series is an effective media to be used in teaching paragraph writing like analytical exposition text since picture give students a chance to think critically about interpretation of the events in the picture and write their ideas. Series of

picture is also really serviceable for teaching writing for this kind of pictures help students to complete ideas and stimulate their imagination powers. Picture series is beneficial to enrich the arguments in students' analytical exposition text so that technically made the paragraph quite persuasive.

## **2.7 Hypotheses**

Based on the theories and the assumptions above, the hypothesis of this research is that there is a significant difference between students' pretest and post test scores which prove that using picture series is an effective strategy for teaching analytical exposition text. There is also a component of analytical exposition that improves best and it is "support for position". The richer idea of students after being taught by using picture series is put within this component in form of better arguments.