

CHAPTER II

THEORITICAL REVIEW

A. Writing

1. Definition of writing

Writing is a way of sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on certain topic (Hyland, 2003 in Maloho 2017). It means that writing is a process of transferring information or ideas of certain topic through written form. It requires cognitive process of relating the information that has been stored in the memory with the information which is gained recently. As stated by Ahangari, 2008 in Al-Shaer 2014, writing is not only viewed as individual's outcome but as a rich set of cognitive, social and cultural activity.

Compared to speaking, writing is more difficult because the typical characteristics of writing language are more complex. Writers should considers not only the content of the writing but also the structure of the sentences to produce a meaningful writing. Therefore, writing is stated as a process rather than a product. In line with Al-Shaer (2014), writing is a demanding process which requires a lot of preparation, brainstorming, planning, drafting, editing, and modifying.

Based on the explanation above the writer concludes that writing is a process of sharing information though written form. Since it is a process, it requires consistent effort and regular practice to produce a good writing.

2. The importance of writing

Writing as one of the four skills of listening, speaking, reading, and writing is included in the teaching of English. However, writing not only requires students to do writing in the case of following the syllabus but also gives students many advantages by learning writing in the class. Harmer (2004) stated that there are many advantages of learning writing as follows:

- a. Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other material to help them.
- b. Writing encourages students to focus on accurate language use and provokes language development as they resolve problems which the writing puts into their minds.
- c. Writing has always been used as a means of reinforcing language that has been taught. In its simplest form, teacher often ask students to write sentences using recently learnt grammar.
- d. Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions.
- e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

- f. Writing is also used in questionnaire-type activities. In examination, students are asked them to answer in the written form.

3. Process in writing

Writing is viewed as a process rather than a product. As stated by Al-Shaer (2014), writing requires a lot of preparation, brainstorming, planning, drafting, editing, and modifying. In line with this statement, Harmer (2004: 41) suggested that the process of writing includes four main elements:

a. Planning

Prior to writing a text, writers should consider three issues. The first one is the purpose of their writing. The purpose will influence the type of the text that they will produce, the language they use, and the information they choose to include. Secondly, they have to know who will be the readers since it will influence the shape of the writing which are included the layout and the structure of the paragraph and the language used in writing which can be formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

Draft is the first version of a piece of writing. The writers may include much information or even lack information in at the first draft.

Sometimes, there are a number of drafts in writing process before reaching the final version.

c. Editing (Reflecting and revising)

Editing is a process to reflect what has been written and revise by adding or removing some sentences or information from the first draft. In this process, writers also do revision by reading the draft and check it out whether there is information which is stated unclear or ambiguous. More skilled writers also do editing on detailed features such as spelling, the choice of words, and grammatical accuracy. Editing can be done by the help of the readers as well. They may give the writers comment and suggestions.

d. Final Version

The final version is the product of the last step in writing process. It can be different from both the original plan and the first draft since the writers has edited the writing in reflecting and revising process. This final version is now ready to be sent to the intended readers.

4. Purpose of Writing

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. Harmer (2004) stated that there are two purposes of writing in the language classroom.

a. Writing for learning

In writing for learning, students are not writing to become better writers. They are writing to help them learn better. Students write predominantly to augment their learning of the grammar and vocabulary. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Clearly, the aim of writing is to give opportunities to remember 'new' language better. Writing makes them think about the new grammar or vocabulary in more considered way than if they are asked to perform orally.

b. Writing for writing

Teaching 'writing for writing' is entirely different because the objective is helping students to become better writers and to learn how to write in various genres using different registers. It is about helping students to communicate real message in an appropriate manner.

When teaching 'writing for writing', it is necessary to make sure that the students have some writing aim. There are three main categories of learning which it is worth considering:

1.) English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on day-to-day basis. For example, the recent immigrants will have specific writing needs such as the ability to fill in a range forms, or write particular kinds of letters.

2.) English for Specific Purposes (ESP)

Many students study English for a specific purpose. For example, people who are going to work as nurses in Britain will study medical English. The choice of topics and tasks for such students should not only develop their general language competence but also be relevant to their reason for study.

3.) English as a Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. Their needs are often not nearly so easy to pin down as the two categories which are mentioned above. While it is perfectly possible to ask school students what their needs are or will be, it is unlikely that it will be easy to make a list of any but the most general aims.

5. The Task of Teacher in Writing

Teacher has a number of roles in helping students achieve their ability in writing. This is especially true when students are doing a task of writing. Students may find difficulties and finding ideas or writing in good sentences.

Teacher is responsible to help them by do some task as teachers as stated by Harmer (2004: 41-42):

a. Demonstrating

Teacher should make the students aware of writing convention and genre in each type of writing and pay attention to feature of writing.

b. Motivating and provoking

Teachers should help students who get lost of words when they are writing by provoking the students into having ideas, enthusing them with the value of task, and persuading them what fun it can be.

c. Supporting

Students need a lot of help and comfortable feeling when they are writing. Therefore, when they are writing in the class, teacher should be supportive and ready to help students solving the problems of writing.

d. Responding

Reaction to students' writing can be in form of responding. Teacher gives response by giving suggestions for its improvement. When the teacher responses the students' work, teacher is not allowed to grade or judge it until it is finished.

e. Evaluating

Teacher can get the real condition of the students' ability of writing when she or he evaluates the students' writing product. Evaluation can also be used as consideration for the teacher to create a better teaching and learning process.

6. The Problem of Writing

Writing is a more complex than other skills. It has a sequence of process that should be followed by the writers to produce a piece of writing. As stated by Alsamadi (2010) in Bukhari (2016), writing is a challenging task, complex chore, and a difficult process. Writing in a foreign or a second language is more complex. There are certain steps in the process which are to be kept in concentration.

On the other side, the practice of teaching writing is mostly based on traditional techniques that majorly focus the learners' mastering the use of language which are lexis and grammatical structure. It neglects the real worth of teaching the writing process which is crucially important to produce a piece of writing. Thus, the problems mostly come from organizing ideas to produce a clear piece of writing rather than lexis and grammatical structure. Bukhari (2016) claimed that the major problems faced by the EFL learners are not to organize lexis, mechanics, or the production of the grammatical structure but to organize ideas related to the topic of concern.

B. Exposition Text

1. Definition of Exposition Text

An exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument. As stated by Anderson (2003:126), an exposition

text is used to argue a point of view or to persuade the audience to do something.

The writer should not leave her/ his point of view alone instead of giving some ideas which support the point of view. Based on Langan (2001: 167), the writer provides information about and explains a particular subject. Patterns of development within exposition include giving examples, detailing a process of doing or making something, analyzing cause and effect, comparing and contrasting, defining a term or concept, and dividing something into parts of classifying it into categories.

2. Generic Structure of Exposition Text

Aderson (2003:126) explained that the written exposition has three main parts as follows:

a. An introductory statement

An introductory statement is a statement that gives the author's point of view and previews the arguments. The author's point of view is called the thesis of the argument and this is given in the introduction. The introduction can include a preview of the arguments that will follow the next section of the text. A question or emotional statement can be used to get audience attention.

b. A series of arguments

A series of arguments that aim to convince the audience might also be used to help persuade the audience. A new paragraph is used for each new argument. Each new paragraph begins with a topic sentence that

introduce a new argument. After the topic sentence comes details that support the argument. Another way to persuade the audience is using emotive words.

c. A conclusion

A conclusion functions as the summing up of the arguments. In part, the author restates his/ her point of view. A summary of what has been stated in the section above may be included here.

3. Language Feature of Exposition Text

According to Aderson (2003:124), the language features usually found in an exposition text are:

- a. The use of words that show the author's attitude (modality)
- b. The use of words that express feelings (emotive words)
- c. The use of words to link cause and effect

4. Social Function of Exposition Text

The social function of exposition text is to argue or persuade the reader by presenting one side of an issue. The issue usually comes from the surrounding environment.

5. Characteristics of Exposition Text

A good exposition text is a text which can persuade reader to do something. It can be achieved if the exposition is well structured. Aderson (2003:128) claimed that there are four characteristics which indicate a good exposition:

- a. Clearly expressing a point of view

An argument usually begins with a statement or the author's point of view. The point of view is the writer's thesis. A thesis is the subject of the text. It is a statement of what the writer believes. The writer should state it clearly at the beginning of the text.

b. Using generalizations or reasons to support the argument

Generalizations are statements that are given to support ideas. They are general which mean that they are broad statements or common belief. These statements are not always 100 percent correct. A writer uses generalization to support a point of view. This makes the argument more believable to the audience.

c. Using evidence to prove the generalization or support the reasons

Just a lawyer uses evidence to prove a case, writers of an exposition should support their argument with evidence if they want to convince their audience. This can be done by using a research, opinions, and testimony (quotes).

d. Showing cause and effect

A good argument shows cause and effect. This is the connection between an action and what it leads to.

C. Organizing Ideas in Exposition Text

Simply, writing is not the same with speaking. It is not only converting a spoken sentences into a written form. According to Brown (2001: 335), written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.

Consequently, teaching writing covers how to generate ideas, how to organize them coherently, how to use discourse makers and theoretical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Therefore, organizing ideas is necessary in writing a piece of text. Moreover, in writing an exposition text which has an aim to persuade the reader by conveying one side idea. In order to convey the reader, a single idea should be supported by others related ideas. Writers need to generate ideas and organize them in order to produce a clear and understandable piece of exposition text. As stated by Zemack and Rumisek (2005), a good writing should explain the topic clearly.

In judging the writing whether it is good or bad, Brown (2001: 335) mentioned six general categories in evaluating students writing, namely: content, organization, discourse, syntax, vocabulary and mechanic. Meanwhile, there are only three categories which include organizing ideas. The first category is content. Brown (2001: 357) mentioned that a good content of a writing consist of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinion, the use of description, cause/ effect, comparison/ contrast, and a consistent focus. The next category is organization. He stated that a good writing should covers an effective of introduction, logical sequence of ideas, conclusion and appropriate length. The last category is discourse. Discourse includes paragraph unity, transition, discourse makers, and cohesion.

Considering the aim of this research, the writer summarized those indicators in each categories into five indicators which are point of view, content, unity, cohesion and organization. Those five aspects have an essential role in organizing ideas as explained in the rest paragraphs below.

1. Point of View

At the beginning of the exposition text, the writer should state her/ his point of view related with the topic. Langan (2001:51) stated that the first step in writing is to discover what point that the writer want to make and to write that point as a single sentence. As stated by Aderson (2003:128), an argument is started by a thesis statement which is the writer believe of certain issue. The thesis will guide while writing the text.

2. Content

After introducing the point of view at the first paragraph, the writer should explain more about the idea mentioned by giving supporting evidence. To ensure that the text will have adequate evidence, the writer should find out the specific reasons or details. Langan (2001: 55) suggested to write down a brief version of the thesis ideas and then work out and jot down the tree points that will support the thesis. The evidence that supports the point in a text often consists of a series of reason followed by examples and details that support the reasons. Based on Langan (2001: 5), supporting evidence in a text can also consist of anecdotes, personal experiences, facts, studies, statistics, and the opinion of expert.

3. Unity

Paragraph unity is the most important characteristic of a good paragraph. It defines that all sentences in a paragraph should speak about one single idea or one main subject. That is, the topic sentence, the supporting details, and the concluding sentence should focus on only one idea. In a text, all ideas should relate to the thesis statement which is usually stated at the first sentence in the first paragraph. The rest paragraph should have supporting ideas which are related with the topic in thesis statement. Zemack and Rumisek (2005:80) suggested one way to keep unity in a text is to edit the outline for ideas that are not relevant to the thesis statement or topic sentence.

4. Coherence

A writer of any language tries to arrange his sentences in a way that allows the reader to follow the ideas presented easily. Thus, coherence can be defined as the orderly progression of facts and ideas arranged in a logical sequence. Harmer (2004: 25) argued that coherence is frequently achieved by the way in which a writer sequences information, and it brings the reader back to the issue of genres and text construction. One of the factors in making a paragraph or text coherent is using cohesive devices. Cohesive devices make all supporting sentences stick together in their support of the topic sentence. These cohesive devices include transitions, personal pronouns, the definite article, demonstrative pronouns, and synonyms. These devices can make the sentence link up so that readers are not conscious of gaps. These make the idea flow smoothly in the paragraph.

5. Organization

A piece of text consists at least three paragraphs. They are introductions, body paragraph, and conclusion. Zemack and Rumisek (2005:12) stated that the introduction and the conclusion work together to make the topic and the main ideas of the writing clear to the reader. Therefore, an introduction should clearly state the main point at the beginning of the text which is followed by supporting arguments at the rest paragraphs. While the conclusion is the final paragraph which makes a final comment about the main idea. As stated by Langan (2001: 87) a well-organized text, however, also needs a strong introductory paragraph, an effective concluding paragraph, and a good title. A good introductory paragraph plays a role as a plan of development. In this “preview”, the major supporting points for the thesis are listed in the order in which they will be presented. While a good concluding paragraph should remind the reader of the thesis idea and bring the text to a natural and graceful end.

D. Concept Maps

1. Definition of Concept Maps

Concept maps are tools which has an attempt to represent knowledge visually. According to Novak and Canas (2015), concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles and boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts. Concept maps is the result of cognitive proses

because the two concepts come from the previous knowledge and the present knowledge. As stated by Al-Shaer (2014) that the theory which is underlying concept maps takes learning as most productive and meaningful when connecting prior knowledge with new information. That is, the acquisition of new knowledge hinged upon what was already known.

As the representation of knowledge, concept maps can be used as a strategy in writing a text. Writing is a process which requires the writer put his knowledge together in a text. It will be easier to arrange the knowledge if the writer has already write all they know on written form. According to Plotnick (2003) in Al-Shaer (2014), the other educational function of concept maps is promoting the different writing skills, foremost of which is the students' ability to employ them as pre-writing strategies to generate and organize ideas, and thus to produce a rich piece of writing.

2. Characteristics of Concepts Maps

According to Novak and Canas (2015), concept maps has some characteristics in representing knowledge as follows:

- a. Concepts maps consists of labels. Labels are the representation of the concepts. It mostly consists of words but sometimes it also uses symbols.
- b. Concepts maps consists of prepositions. Prepositions are statements about some object or event in the universe, either naturally occurring or constructed. Prepositions contain two or more concepts connected using linking words or phrases to form a meaningful statement.

- c. Concepts are represented in hierarchical fashion. The concepts are arranged hierarchically from the most inclusive to the most specific ones. This fashion facilitates the creative thinking of the writer.
- d. The maps is started by a focus question. It is needed to make a hierarchical fashion. The question comes from a situation or event that we are trying to understand through the organization of knowledge in the form of a concept map.
- e. The concepts are connected by cross-link. Cross-links help us see how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map.
- f. Linking words or linking phrases if it contains more than a word. These describe the type of relationship between the two concepts and appear on the line connecting them.

3. Constructing Good Concepts Maps

Concept maps are typically made by placing a word in a box or oval and using arrows or lines to link it to other words, showing the relationship between these subjects. In order to make good concept maps, Novak and Canas (2015) suggested the steps to construct a concept map as follows:

- a. Identifying a domain of knowledge

The first step is to identify a domain of knowledge that is familiar to the person constructing the maps. This could be an idea, a question or an issue that one is trying to understand. This creates a context that will help

to determine the hierarchical structure of the concept map. It is also helpful to select a limited domain of knowledge for the first concept.

A good way to define the context for a concept map is to construct a focus question. A focus question is a question that clearly specifies the problem or issue the concept map should have to resolve. It is important to build a concept map that consistently leads back to that question and its answer.

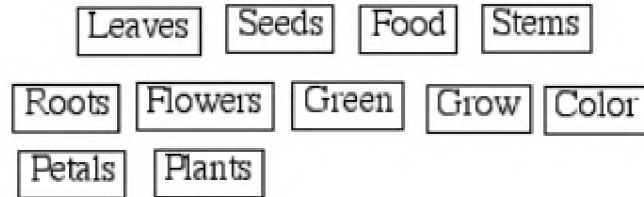
For example, one is interested in identifying the parts of the plant. One of the possible focus question is "What is plant?" The answer of this question are the concepts which should be connected each other in the concept map.

b. Identifying the concepts that related with the domain

After a domain has been selected, the next step is to record associated concepts. Think about related ideas and list them on the page. This list is also known as a parking lot and usually consists of around 15-25 key concepts. It is called as parking lot because the concepts which have no good connection with the main domain will be not included in the map. The concepts should be described as brief as possible. They are usually one or two words per idea will suffice. From the focus question above, the associated concepts which may appear are:

Figure 2.1

Associated Concept

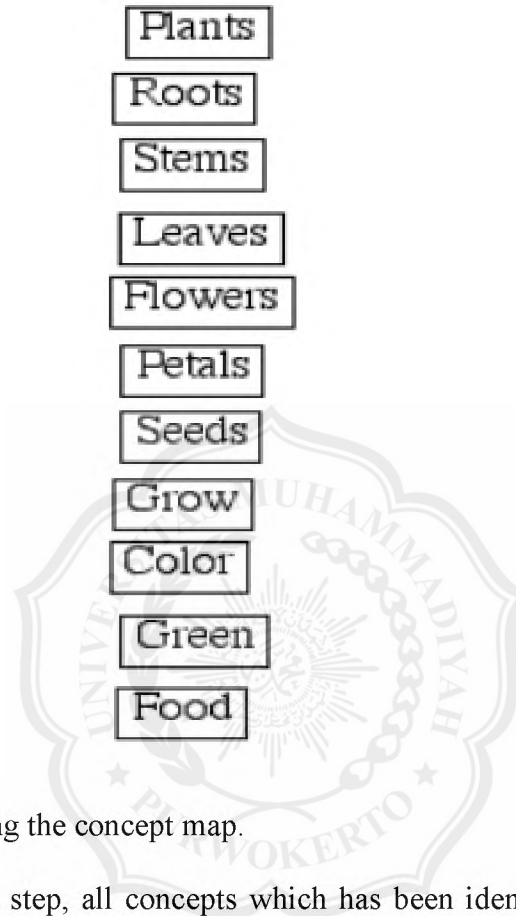


- c. Listing the concept from the most the general to the most specific

In order to construct the map in hierarchical form, a rank ordered list should be established from the most general, most inclusive concept, for a particular problem or situation, to the most specific, least general concept. Although this rank order may be only approximate, it helps to begin the process of map construction. The rank order from the list above may be listed as follows:

Figure 2.2

List of Concepts

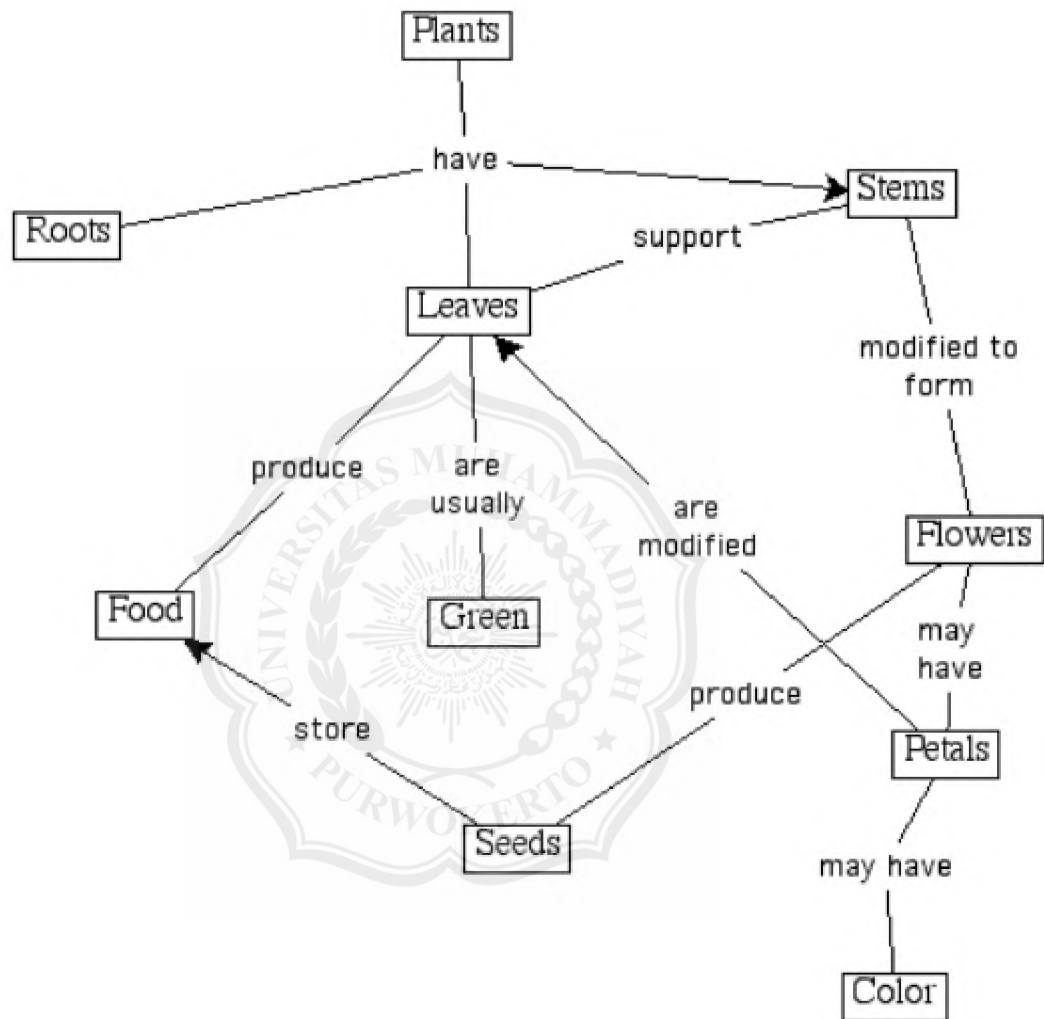


d. Constructing the concept map.

In this step, all concepts which has been identified should be put on the circle or box. Put the most general ideas on the top to the specific one in order to make a hierarchical fashion. Then identify the linking words that connect the concepts. The linking words will connect one concept to the other concept in the same domain which is called as preposition. Once the direct connections between concepts have been identified, look for crosslinks that link together concepts from different areas or domains. From the list of concepts above, the concept map is drawn as follows.

Figure 2.3

Concept Map



4. The Advantages of Concept Maps

Concept maps as the tools to visualize ideas or concepts help students in preparation before writing a text. Besides, concept maps also give many advantages in learning process as mentioned by Al-Shaer (2014) in the followings statements:

- a. Concept maps allow learners to easily embody and pass on their tacit knowledge. It means that they not only get better understanding about the material that they are learning, but also they get other knowledge such as generating and organizing ideas.
- b. Concept maps grant them profound perception. By connecting a concept to the other concept, students get deeper understanding of certain issue.
- c. Concept maps boosted the students' attitudes, motivation, and engagement in EFL teaching and learning.
- d. Concept maps as tools useful for promoting the different writing skills, foremost of which is the students' ability to employ them as pre-writing strategies to generate and organize ideas, and thus to produce a rich piece of writing.

5. The Disadvantage of Concept Maps

Concept maps is an easy way to achieve very high levels of cognitive performance, when the process is done well. However, it is not easy to do all the process of constructing concept maps. It requires repetition and practice to be able to connect one concept to another concept by giving linking words. Novak and Canas (2015) stated that students often comment that it is hard to add linking words onto their concept map. This is because they only poorly understand the relationship between the concepts and it is the linking words that specify this relationship.

E. Relevant Study on Concept Maps

A number of previous studies found that concept maps is an appropriate strategy to assist students in organizing ideas by visualizing their ideas on the maps before writing a text.

An experimental research was conducted by Al-Shaer, (2014) which had an aim to examine the impact of employing concept mapping at a pre-writing stage on English as a foreign language (EFL) students' ability to generate better argumentative essays. Thirty-eight participants were randomly assigned to two groups participating in a writing course at Al-Quds Open University. Both groups were taught by the same teacher. The control group was taught as required in the textbook, and the experimental group was required to construct concept maps at the pre-writing stage and compose essays based on the constructed maps. All the participants are required to complete pre-test and post-test. The pre- and post-tests showed a statistically significant improvement in the experimental students' ability to generate better argumentative essays in terms of point of view, unity and coherence, development, organization, and thinking. The result showed that concept maps strategy is beneficial for enhancing EFL students' argumentative compositions when employed as a focused instructional strategy at a specific pre-writing stage and when properly introduced and monitored.

Another research conducted by Narmen Mahmud Muhammad (2015), investigate the effect of using concept mapping as a prewriting strategy on Iraqi EFL college students' achievement in essay writing. To achieve the aim of the study, a ten-week experiment was conducted using the pretest-posttest non-

equivalent groups design. Two groups of 105 students were selected from the population of third year students/College of Education for Women-Department of English during the academic year (2013-2014). Both students of the experimental and control groups were exposed to pre and posttests. The result of the study showed that there is a statistically significant difference of the experimental group. It is found out that there is a significant development in the experimental group students' achievement in organization, content and style and quality of expression. This indicates that using concept mapping as a prewriting strategy is more effective than the presentation- practice- production teaching or the Lecture Method teaching.

Based on the relevant studies explained previously, concept maps is an appropriate strategy to assist students in organizing ideas to write a text.

F. Basic Assumption

One of the major problems in writing is organizing ideas in making a clear and coherent writing. Students usually have got their ideas related with the topic given. However, the problem comes when they have to put their ideas together in a piece of writing. Moreover, when the students have to write an exposition text. This text requires the students' ideas of certain topic and the supporting ideas to strengthen their main ideas. It is quite confusing to put which ideas should be put at the first paragraph, and so on. Therefore, there should be a strategy which helps students easier in organizing their ideas to write clearly and coherently.

Concept maps as the tools of representing ideas in written form can be one of the solution to help students organize their ideas. Students are required to put all the ideas or concepts which related with the topic of the writing on a hierarchical maps. The maps show which ideas should be put at the first paragraph and which the supporting ideas are. Clearly, concept maps can be used as a strategy to assist students in organizing ideas of writing an exposition text.

G. Hypothesis

Based on the basic assumption above, the writer has hypothesis that concept maps is effective to organize ideas in writing exposition text.

