

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous studies and some theoretical background related to the research topic. There are five previous studies which are related to this study and all of these studies analyze the students' composition. The theoretical background of this study consists of organization in writing, which contains the definition of organization and the function of organization. It is continued with the theory about paragraph. It contains of the definition and the elements of paragraph.

A. Review of Previous Studies

In conducting this study entitled "*The Organization in The English Composition Produced By Writing 1 Students of The English Education Department Faculty of Tarbiyya at IAIN SUNAN AMPEL Surabaya*" the researcher related this study with five previous studies. First, the study was conducted by Novi Sriwulandari entitled "*An Analysis of Descriptive Composition Made By Seventh Grade Students of SMPN 3 Gresik*". The study conducted in 2010. The subject of the study was the seventh grade students of SMPN 3 Gresik. This study by Novi Sriwulandari used descriptive qualitative design with five research questions asking the content, the organization, the vocabulary, the language use, and the mechanics of seventh grade students' descriptive composition. She concluded that the content of seventh grade students' descriptive

composition was good, the organization was good, the vocabulary was adequate, the language use was bad, and the mechanic was good.¹

Second, the study was conducted by Sri Yuni Romadhaniati entitled “*An Analysis on Generic Structure and Language Features of Procedure Texts Written by The Seventh Grade Students in SMPN 1 Sumenep*”. The study conducted in 2008. The subject of the study was the seventh grade students in SMP 1 Sumenep. This study by Sri Yuni Romadhaniati used descriptive qualitative design with two research questions asking how the seventh grade students of SMPN 1 Sumenep organize their procedure texts in terms of its generic structure and how the seventh grade students of SMPN 1 Sumenep apply the language features in their procedure texts. She concluded that most of the seventh grade students of SMPN 1 Sumenep are able to apply the generic structure of procedure texts although they still have some difficulties and have made some mistakes in their procedure text. There are so many seventh grade students in SMPN 1 Sumenep who did not include all components of language features. They still face many problems to organize procedure text in terms of language feature.²

Third, the study was conducted by Rovi Yana Wati entitled “*An Analysis of Narrative Text Composition Written By The Second Year Students of SMPN 2*

¹ Novi Sriwulandari, S-1 Thesis: “*An Analysis of Descriptive Composition Made By The Seventh Grade Students of SMPN 3 Gresik*” (Surabaya: UNESA, 2010)

² Sri Yuni Romadhaniati, S-1 Thesis : “*An Analysis on Generic Structure and Language Features of Procedure Texts Written by The Seventh Grade Students in SMPN 1 Sumenep*” (Surabaya: UNESA, 2008)

Ceper Klaten". The study was conducted in 2010. The subject of the study was the second year students of junior high school. This study by Rovi Yana Wati used descriptive qualitative design with two research questions asking the capability of the second year students of SMPN 2 Ceper Klaten in writing narrative text composition and the problems faced by the the second year students of SMPN 2 Ceper Klaten in writing narrative text. She concluded that the students' capability in writing narrative text is good. She also concluded that the students have several problems faced in writing narrative text, namely: the difficulties in composing narrative text based on writing criteria, the difficulties in making organization of each paragraph, grammar used, content, mechanism, explore their ideas and low vocabulary.³

Fourth, the study was conducted by Sigit Pramono Jati entitled "*An Error Analysis on The Use of Articles Made By High School Students*". The study was conducted in 2008. The subject of the study was the second year students of senior high school. This study by Sigit Pramono Jati used descriptive qualitative design with four research questions asking the article errors made by students in their writing, the types of the errors, how often each type of errors occur, and the causes of each type of error. He concluded that there are 44 articles errors in the students' composition. Among those 44 errors, omission occurs the most frequent than the others which reaches 45,5 %, addition with 38,6 %, misformation with 15,9 %.

³ Rovi Yana Wati, S-1 Thesis: "*An Analysis of Narrative Text Composition Written By The Second Year Students of SMPN 2 Ceper Klaten*" (Surakarta: Muhammadiyah University, 2010)

This study found that the cause of omission error is the interlingual causes of error, the cause of addition error is the hyper-correction, and the cause of misformation error is the intralingual causes of error.⁴

Fifth, the study was conducted by Rachmawati entitled "*The Unity in The Descriptive Paragraph of The Third Semester Students of English Department of Wijaya Kusuma Surabaya University*". The study was conducted in 2008. The subject of the study was the third semester students. This study by Rachmawati used descriptive qualitative design with two research questions asking the unity of descriptive paragraph made by the third semester students of English Department of Wijaya Kusuma Surabaya and the factors that make their paragraphs lack of unity. She concluded that the paragraph made by the third semester students of English Department of Wijaya Kusuma Surabaya University was lack of unity. There were some factors that make their paragraphs lack of unity. The first was the absence of topic sentence. The second was the irrelevant relationship between topic sentence and supporting sentences. The third was the central idea is more than one.⁵

The five previous studies above have similarities and differences. The similarities were the subject of the study, the research method and the object.

⁴ Sigit Pramono Jati, S-1 Thesis: "*An Error Analysis on The Use of Articles Made By High School Students*" (Surabaya: UNESA, 2008)

⁵ Rachmawati, S-1 Thesis: "*The Unity in The Descriptive Paragraph of The Third Semester Students of English Department of Wijaya Kusuma Surabaya University*" (Surabaya: Wijaya Kusuma Surabaya University, 2008)

Except the last study that took the third semester students as the subject, the subject of these studies was high school students. Furthermore, all the research reviewed above used descriptive qualitative design with all researching students' composition.

The difference of the five studies reviewed is on the focus of the study. The first study focused on the content, the organization, the vocabulary, the language use and the mechanics whereas the second study focused on the generic structure and language features. While, the third study focused on the problems faced by the the second year students of junior high school in writing narrative text, the fourth study focused on the errors in using article and the last study focused on the unity.

The previous studies are different from this study in that this study focuses on the problems in organization that the above mentioned research did not touch upon. This study analyzes the students' problem in making of topic sentence, supporting sentence, concluding sentence, unity, and coherence.

B. Theoretical Foundation of Analyzing Paragraph

In this section, some related theories are explained. Those theories are used as the basis to answer the research problems. Besides, the reviews or related literatures are used as foundations and references in conducting this study. Those theoretical foundations include organization and paragraph writing.

1. Organization

a. The Definition of Organization

Steve Reid states that organization is the arrangement of the larger units of meaning in a paper. Whereas, Kate Kiefer states that organization typically refers to the large elements of text structure.⁶ So, organization is the arrangement of writing elements in a composition.

b. The Function of Organization

The organization has a lot of functions not only for the readers but also for the writers. Kaswan Darmadi states, “For the readers, a good organizational material will enhance their understanding”⁷. It is true, because a good organizational material has clear flow of idea, so it is easy for the readers to follow the writers’ idea. Meanwhile, for the writer, a well organized outline of information serves as a blue print for action. It provides focus and direction as the writer composes the document.⁸ If the writer has focus and direction, the message from the writer is delivered to the readers and also there is not any information that deviates from the topic.

⁶Colorado State University.”*Writing Guide: Organization*”

(<http://www.colostate.edu/guides/processes/pop2a.cfm>, accessed on January 12, 2012 at 01.30 p.m.)

⁷ Kaswan Darmadi, *Meningkatkan Kemampuan Menulis* (Yogyakarta: Andi, 1996) p.51

⁸ Mathandreadinghp.org/articles/Teaching_Organization_in_Writing.html, accessed on January, 28 2012 at 09.55 a.m.

2. Paragraph

a. The Definition of Paragraph

According to Martin L. Arnaudet and Mary Ellen Barret, a paragraph is a group of sentences which develop one central idea.⁹ Meanwhile, according to Miller paragraph is the largest unit of composition that we will use to express our ideas when writing.¹⁰ Whereas, according to Langan Paragraph is a short paper of around 150 words or more.¹¹ And according to Louise E. Rorabacher, paragraph is a group of sentence that develops a thought.¹² So, a paragraph is group of sentences which develop one main idea in a composition which contains around 150 words or more.

b. The Elements of Paragraph

Paragraph has three main elements and two supported elements. The main elements is the compulsory requirement in a paragraph writing. Meanwhile, the supported elements make a paragraph better. There are three main elements of paragraph as Alice Savage states, “A typical paragraph begins with a topic sentence, a supporting sentence that support the idea, and

⁹ Martin L. Arnaudet and Mary Ellen Barret, *Paragraph Development* (New Jersey: Prentice Hall Regents, 1990) p.1

¹⁰ A. Morton Miller, *Reading and Writing Short Essays Third Edition* (Singapore: Mc Graw Hill International Editions, 1987) p.26

¹¹ John Langan, *College Writing Skill* (United States of America: Mc Graw Hill, inc, 1992) p.4

¹² Louise E. Rorabacher, *Concise Guide to Composition* (USA: Harper and Brother Publisher, 1956) p.17

a concluding sentence bring the paragraph to an end”.¹³ If there is not one of these three main elements, it includes a big mistake for the writer because the absence of topic sentence will make the readers are confuse with the topic discussed. If there is lack of supporting sentence, the readers will not believe with our writing, and if there is not concluding sentence, the readers do not know the main point of the paragraph. Therefore, these three elements includes the main elements of the paragraph.

Whereas, there are two supported elements of paragraph. They are unity and coherence.¹⁴ In fact, the readers do not give a lot of attention to unity and coherence, because generally they do not understand about unity and coherence term, but if there are these two elements in a paragraph, it is helpful for the readers to get the meaning.

1). Topic Sentence

The presence of topic sentence in a paragraph is very important because it gives benefit for the writer and the readers. As Alice Oshima states, “The writer can see what information to include and to exclude. The reader can see what the paragraph is going to be about.”¹⁵

¹³ Alice Savage and Patricia Mayer, *Effective Academic Writing 2*(New York: Oxford University Press,2005)p.2

¹⁴ Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999)p.17

¹⁵ Alice Oshima and Ann Hogue, *Writing Academic English*.....70

The topic sentence can be placed at the beginning or at the end of a paragraph. However, it is strongly suggested to place it at the beginning of a paragraph because it will ease the reader to guess the topic to be discussed. As Martin L. Arnaudet and Mary Ellen Barret stated, "A topic sentence placed at the beginning of a paragraph is the clearest kind of paragraph organization".¹⁶

According to Lee Brandon, there are two parts of a topic sentence namely subject and focus. The subject is what you intend to write about. It means the chosen topic to be discussed in a paragraph. Meanwhile, the focus is what you intend to do with your subject. It means what part of the topic will be discussed. The focus is also called the controlling idea.

There are some important points about a topic sentence. A topic sentence is a complete sentence, it means it contains a subject, a verb, and (usually) a complement. A topic sentence contains both a topic and a controlling idea.¹⁷ A topic sentence usually appears as the first or second sentence of a paragraph and a topic sentence implies the purpose of the

¹⁶ Martin L. Arnaudet and Mary Ellen Barret, *Paragraph Development* (New Jersey: Prentice Hall Regents, 1990) p. 3

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Longman Group, 1999) p. 20

paragraph: to explain, narrate, compare, describe, tell cause of effect, demonstrate or argue, or tell steps in a process.¹⁸

2). Supporting Sentence

Alice Oshima states, "One of the biggest problems in student writers often fail to prove their points".¹⁹ This problem occurs because they do not have enough statistical or factual evidence to support their opinion. They usually give explanation only from their experience. The failure of the student writers to prove their opinion also because they seldom read a book or newspaper. On the other hand, a book or newspaper gives a lot of knowledges that can be a material to support their opinion. There is word "More read, more write".

Supporting sentence has a lot of functions in a paragraph. As Regina L. Smalley states, "The supporting sentence serves to back up, clarify, illustrate, explain, or prove the point you make in your topic sentence".²⁰

There are many ways to clarify a topic sentence. They are examples, details, anecdotes, facts and statistics. Alice Oshima stated,

¹⁸ Alice Savage and Patricia Mayer, *Effective Academic Writing 2*(New York: Oxford University Press,2005)p.5

¹⁹ Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999)p.22

²⁰ Regina L.Smalley, et all, *Refining Composition Skills Rhetoric and Grammar Fifth Edition*(USA:Heinle Cengage Learning,2001)p.25

“An example is a specific instance that explains a more general idea. A detail is a particular part or characteristic of a whole thing or a whole idea. An anecdote is a short, entertaining, account of some happening. A fact is something which is objectively verifiable. A statistic is a numerical fact which presents significant information about a given subject.”²¹

3). Concluding Sentence

According to Alice Oshima, a concluding sentence gives some benefits for the readers. First, a concluding sentence signals the end of the paragraph. It will make the readers prepare themselves that the paragraph will end. So, they will not get shock. Second, a concluding sentence summarizes the main points of the paragraph. So, after the readers read the composition, and still confuse about the main point, they do not need to read the whole paragraph, they can read only the concluding sentence to get the main point of the paragraph.²² Therefore, a concluding sentence is very helpful to the readers as a sign end of paragraph and reminder the most important point.

In the end of paragraph, there is a signal word and it is usually called End-of paragraph signals. For the detail of End-of paragraph signals can be seen in Appendix 1.

²¹ Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999).p.26

²² Alice Oshima and Ann Hogue, *Writing Academic English...*p.26

4). Unity within a Paragraph

Another important element of a good paragraph is unity. Alice Oshima stated, “Every good paragraph has unity, which means that only one main idea is discussed”.²³ The paragraph which discusses only one main idea will ease the readers to understand the meaning, if in one paragraph discusses more than one idea, it will make the readers are confuse about the topic.

The writer usually does not consider that their paragraph discuss more than one idea or it is called there is irrelevant sentence in their paragraph. After they write a paragraph, they must check the unity of their paragraph. According to Alice Savage there are criteria to make sure that the paragraph only discuss one idea, those criteria are (1)the paragraph must have one controlling idea, (2)the supporting sentences must support, demonstrate, prove, or develop the main idea, and (3)the concluding sentence should restate the idea in the topic sentence.²⁴ If their paragraph had fulfilled these criteria. It is said that their paragraph has unity.

²³ Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999)p.30

²⁴ Alice Savage and Patricia Mayer, *Effective Academic Writing 2*(New York: Oxford University Press,2005)p.9

5). Coherence in a Paragraph

According to Alice Oshima, coherence means the logical relation between one sentence to the next. It means from one sentence to another sentence still have relation and also support each other.

According to Alice Oshima, there are four ways to achieve coherence. They are repeating key nouns, using pronouns, using transition signal and arranging the sentences in logical order.

a). Repetition of Key Nouns

The easiest way to achieve coherence is to repeat key nouns frequently in the paragraph. The repetition of key nouns is done when the meaning is not clear.

b). Use of Consistent Pronouns

When we use pronouns we must make sure that we use the same person and number. For instance, we cannot change from you to he or she.

c). Transition Signals

Transition signals are words such as first, second, next, finally, then, and however or phrases such as in conclusion, on the other hand, and as a result.²⁵

d). Logical Order

The choice of logical order depends on the topic and the purpose of the paragraph. Some common kinds of logical order in English are Chronological Order, Logical Division of Ideas, and Comparison/Contrast. Each kind of order has its own special words and phrases to show the relationships among the ideas. For the special words and phrases each kind of order can be seen in Table 2.1, 2.2, 2.3, 2.4, and 2.5(Appendix 2).²⁶

Chapter two has discussed about the previous studies and the theoretical background, and now we are going to discuss the chapter three, generally this chapter discusses the method which is used in this study to get the data.

²⁵ Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999)p.43

²⁶ Alice Oshima and Ann Hogue, *Writing Academic English...*p.51