CHAPTER II

REVIEW OF RELATED LITERATURE

A. RELATED LITERATURE

1. The Nature of Writing

Paragraph is a form of writing result that is composed by the writers when they write something. It is a group of sentences that work together to develop the topic sentence. A writer should know the important or essentials elements of paragraph in order to make or produce a good paragraph in their writings. When the writers start to write, their drafts are definitely arranged in a paragraph or passage. A good writer spends more time planning and revising their work that novice writers, and tend to edit their writing for content and organization rather than simply making surface changes to the text.¹

2. Paragraph Writing

In academic writing, a paragraph has a topic sentence that directly tells the reader the main idea. The other sentence in the paragraph, called supporting sentence, give more information about the topic.² Then, they state there are three major structural parts in paragraph. The first is *topic sentence*. This part contains with a problem or issue that will be discussed in the

¹ Sara Cushing Weige, Assessing Writing, (United Kingdom: Cambridge University Press, 2002), p. 14

² Dorothy E Zemach & Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) p. 9

paragraph. Next, the second part is supporting sentences or body. It is used to develop and support the topic sentence. Usually, supporting sentences contain with reasons, facts, examples or statistics in explaining the topic. The last part is concluding sentence which gives the sign to the readers about the end of the paragraph.

a. Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. Topic sentence tells the main idea of paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. A good topic sentence should include one clear topic and an opinion or idea about the topic.³

The topic is the foundation for the paragraph. It can be at the beginning, in the middle, or at the end of the paragraph.⁴ The topic sentence helps the reader understand what the paragraph is about. All of

³ Dorothy E Zemach & Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) p. 14

⁴ Keith S, April M, Elena V.S, *Great Writing 2: Great paragraph (Third Paragraph)*, (United State: Heinle Cengage Learning, 2009). p. 9

the sentences in a paragraph are about one topic. They are connected to one sentence. There are no unrelated or extra sentences.

Writers should choose a topic they want to write. This list below an example of ideas in chooses a topic and makes the topic sentence.

Table: 2.1
A good topic sentence examples

Topic	Topic Sentence		
Food	The easiest food to prepare is		
	The best meal I ever had was		
4			
Color	Each color in my country's flag represents something special.		
	Colors can affect the way you feel.		
Sports	is an excellent (name a sport) player.		
	The rule for (name a sport) are not (easy/difficult)		
People	has taught me many things about life.		
	If I could meet anyone in history, I would like to meet		

A good topic sentence should guide the whole paragraph. It is not a general fact that everyone can accepts as true, and be specific but not too specific. A good topic sentence has controlling ideas –words or phrases that help guide the flow of ideas in the paragraph.

b. Supporting Sentences

Supporting sentences explain or prove the topic sentence. One of a biggest problem in student writing is that student writers often fail to support their ideas adequately. They need to use specific details to be thorough and convincing. Lopez and Dequilla define that a paragraph has unity when every sentences in the paragraph works toward developing a single idea. Supporting ideas develop the paragraph by adding more information. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. So, the writers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph.

⁶ Dorothy E Zemach & Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) p. 21

⁵ Lopez, Merna G.Rico & Dequilla, Ma. Asuncion Christine. *Learning to Write: Worktext in Writing for grade Six. (1st Edition)*. (Philippine: Rex Printing Company, 2000). p. 54

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Good supporting sentence are related to the topic sentence and its controlling ideas. Supporting sentences are like the interior walls of a house. If a house does not have interior support, it will collapse. Likewise, if a paragraph does not have good supporting sentences, its meaning will collapse, and readers will not be able to follow the ideas. The paragraph may be confusing or illogical. Good supporting sentence give information that supports and explains the topic of the paragraph. They answer questions —who? what? where? when? why? and how? and give details. Good writers think of these questions when they provide support- that is, write supporting sentences—for the topic sentence.

c. Concluding Sentence

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay. A good concluding sentence signals the end of the paragraph and summarizes the important points briefly or restates the topic sentence in different words.

3. Structure of an Essay

The creation of a professional essay requires a lot of knowledge form the writer, but the first thing to know and to remember is the peculiarity of the essay's structure. Each and every essay is written according to a basic structure that does not change: introduction and the body followed by a conclusion. The structure is the core of each paper that helps the writer to make a very well founded written construct. In order to compose an essay accurately the way it should be it is necessary to keep in mind the main hints concerning the contents of the essay structure elements.

Table: 2.2
The structure of argumentative essay⁷

	The structure of argumentative essay	
	Structure of Argumentative Essay	
	Give brief background to the topic	
	2. Address definition of key words and issues	
	3. State your thesis	
Introduction	4. Outline your main points	
	5. Delineate your argument showing what your stance is and	
	how you will develop your ideas, and	
	6. Provide transition into body paragraphs.	
	 Provide a topic sentence which says what the main point of each paragraph is 	
	2. Provide supporting details for your topic sentence (based	
LEE Gek Ling,	Writing an academic Essay, (2009), retrieved on March 22, 2015 from	
attp://wwBady.edu.sg/celc/reseasunthosize.what.youdave read; that is, show what		
paragraphs	different people think about the same point	

	4. Show some critical thinking; that is, tell the readers what
	you think of what you have read
	5. Present some counterarguments, if you think they are
	strong ones, and
	6. Provide in-text citations for your information.
Conclusion	1. Recap your main points
	2. Reiterate your thesis, and
	3. Give your final word, if any.

4. Coherence and Unity in Writing

In composing a good paragraph, coherence and unity are two main parts that should be there inside it. Unity means the paragraph has one topic to be discussed and then it is developed by good supporting details. It means that unity in a paragraph will be showed when the paragraph only talks about one single idea. Coherence means all of the sentences are connected each other in the paragraph. They are connected by the writers by using some parts of it, like transition signal, pronouns or repetition of key nouns.

a. Coherence in Writing

Lepionka states that coherence is the quality of sequence and integrity or togetherness. It determines that the sentences connect in a logical order and they work together to develop the main idea is the paragraph.⁸ Thus, the researcher concludes that coherence is a logical

⁸ Lepionka, Mary Ellen. Writing and Developing Your College Textbook: A Comprehension Guide to

arrangement of the sentences in making a paragraph. The sentences must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one.⁹

It shows that the connection of the sentences in a paragraph should be connected logically in order to avoid the jumping of ideas. A good transition words or conjunctions should support between one sentence and the next. So, the coherence of the paragraph can be achieved. Meanwhile, coherence is to bring several related ideas together around a central theme and in an organized manner. It means that a coherence in a paragraph or text only develop the topic by connecting the sentences each other. The writers should make the idea related to the topic by making relations in the sentences logically in the paragraph. So, the coherence can be achieved in the paragraph or text.

1) Transition

Transitions are phrases or words used to connect one idea to the next. They are used by the authors to help the reader progress from one significant idea to the next. Transitions also show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas. Transitions

Textbook Authorship and Higher Education Publishing. (2nd Edition). (New York: Atlantic Path Publishing, 2008) p.118

⁹ Oshima, Alice & Hogue, Ann. *Writing Academic English*. (2nd Edition). (New York: Addison-Wesley Publishing Company, 1991). p.39

¹⁰ Rockowitz, Murray. et al. *How to Prepare for the GED High School Equivalency Exam.* (13th Edition). (New York: Barron's Educational Series. Inc., 2004) p.168

show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas.¹¹ Transitions may be additive, adversative, causal, or sequential. Here are the types of transition signals.

Table 2.3
Transition signal for general use

TRANSITION SIGNAL FOR GENERAL USE			
To Show Addition	and, also, besides, further, furthermore, in		
	addition, moreover, next, too, first, second		
To Give Examples	for example, for instance, to illustrate, in fact, specifically		
To Compare	also, in the same manner, similarly, likewise		
To Contrast	but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although		
To Summarize Or	in other words, in short, in summary, in		
Conclude	conclusion, to sum up, that is, therefore		
To Show Time	after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately		
To Show Place Or	above, below, beyond, farther on, nearby,		
Direction	opposite, close, to the left		
To Indicate Logical	if, so, therefore, consequently, thus, as a result,		
Relationship	for this reason, since		

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¹¹ https://www.msu.edu/~jdowell/135/transw.html taken on Tuesday, December 16, 2014

b. Unity in Writing

Shewan et al, explains that all elements of a paragraph must be relevant to the central thought if unity is to be achieved. They point out that to make a paragraph unity; the writers definitely should think one central idea or topic. Then, the supporting sentences of the paragraph should support the topic sentence directly.

There is no another topic to think if the idea have been decided or discussed. They should arrange it well in order to create the paragraph unity by adding the appropriate supporting sentences. Besides maintaining the unity in the text, the writers also should pay attention about how to build the coherence. It is important because a good paragraph must have good connection between the sentences and naturally it can appear the unity at the end.

Unity means that writers discuss only one main (central) topic area in a paragraph. The area that writer is going to cover is usually introduced in the topic sentence, and the supporting sentences should only be used to develop that. According to Oshima and Hogue, every good paragraph has unity, which means that in each paragraph; only one main topic is discussed.¹³

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¹² Shewan et al. *Applications of Grammar, Book 4: Analysis for Communicating Effectively.* (New York: Christian Liberty Press, 2003). p. 21

¹³ Oshima, Alice & Hogue Ann. Writing Academic English. (2nd Edition). (New York: Addison-

For the topic sentence, writer could discuss only two benefits of studying abroad. It could not discuss three benefits, or start discussing the disadvantages of studying abroad. If writer did it, the paragraph would not have unity. Even if there is no specific topic sentence (more advanced writers do not always have an obvious topic sentence), the paragraph should still have one central topic area so it retains unity. You achieve unity by discussing only one idea in a paragraph and always staying on the topic in your supporting sentences.

B. PREVIOUS STUDIES

1. Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives

This study was conducted by Abdel Hamid Ahmed, Helwan Faculty of Education, Egypt. Literacy Information and Computer Education Journal (LICEJ), Volume 1, Issue 4, December 2010. The study focuses on the organizational problems that Egyptian student teachers of English encounter when they write an English essay. In particular, the study aims at investigating students' cohesion and coherence problems in EFL essay writing.

The Analysis of Coherence In The Background of Skripsi Written by English
Education Department Students of Teacher Training and Education Faculty of
Muria Kudus University

This research was done by Yulia Fitri Astuti, Fitri Budi Suryani, Diah Kurniati (ISSN: 1979-6889). This research is conducted to analyze the coherence in the background section of skripsi written by English Education Department students of Teacher Training and Education Faculty of Muria Kudus University 2010. The purpose of this research is to find out the coherence in the background section of skripsi. This research design belongs to qualitative that is discourse analysis. It can be concluded that all of the backgrounds of skripsi lack coherence.

3. Improving Coherence in Paragraph Writing Among ESL Learners: A Case Study

This thesis has been finished by Malini Karuppiah - Universiti Teknologi Malaysia April 2008. This study sets out to examine the problems faced by ESL learners of the Faculty of Education, UTM in relation to coherence in writing. The objectives of this study are to assess the coherence of ESL learners' writing as well as to present ideas and suggestions to help students to improve coherence in their writing.