Chapter II

Theoretical Bases and Hypothesis

In this chapter, I explain several points such as concept of writing, text, brainstorming, application of brainstorming in teaching writing analytical exposition text and hypothesis.

Concept of Writing

Concept of writing that are explained are divided into definition of writing, process of writing, purpose of writing, writing forms, elements of good writing, and writing skills.

Definition of writing.

Some experts have given definition about writing. According to Meyers (2005, p. 2), “Writing is an action-a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them”. Meyers (2005, p. 2) also argued that “Writing is speaking to others on paper-or a computer screen” . Rainey also (2003, p. 2) stated that “Writing is a powerful tool, and it is a tool that everyone can use.”

Besides, Oshima and Hogue (2006, p. 265) defined writing as a process of creating ideas, organizing them, writing a rough draft, and finally polishing the rough draft through editing and revisions. In additional, Patel and Jain explained (2008, p. 125) that writing refers to linguistic behavior presenting sounds of language in visual symbols. In summary,
writing is a process of creating ideas, generating them, and well organizing them to communicate with others and express our ideas, and the result in paper or screen.

**Process of writing.**

Meyers (2005, pp. 2-3) stated that a good writing is worked through process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are generally six steps that must be followed. The first is exploring ideas. In this step, subject, purpose and audience need to be considered. The next is prewriting by using brainstorming, clustering, or free-writing. The third is organizing. The next step is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins. The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around. The last is producing the final copy. It can be concluded there are steps to produce a good writing. Generally, they are exploring ideas, prewriting, organizing, writing a first draft, revising the draft, and producing the final copy.

**Purpose of writing.**

Every kind of writing has purpose. According to Hugo and Hartig (in Tarigan, 1994, p.25), there are several purposes of writing. The first is writing without any specific purpose. Someone writes because of being
asked, for example a student writes a review of film because of writing task. It is called as assignment purpose. The second is altruistic purpose which is purposed to entertain readers, avoid readers from being sad, help readers to understand, appreciate feelings, and make readers’ life more simple and joyful. The next is persuasive purpose. This purpose is to convince reader about a truth of ideas. The forth is informational purpose by giving information to readers is one of writing’s purposes called informational purpose. The fifth is to introduce author of writing to readers named self-expressive purpose. Then, there is creative purpose which is purposed to achieve artistic values. The final is problem solving purpose. This purpose is to explain, explore, closely observe and make ideas and thoughts clear and understandable and acceptable by readers. So, the purposes of writing are divided into seven purposes. They are assignment purpose, altruistic purpose, persuasive purpose, informational purpose, self-expressive purpose, creative purpose, and problem solving purpose.

Writing forms.

Writing has many forms. All of them can be classified into several forms. According to Weaver (in Tarigan, 1994, p.25), there are four classifications of writing form. The first one is exposition which is divided into definition and analysis. Second one is description that includes descriptive exposition and descriptive literary. The next is narration which is divided into time organization, motif, conflict, point of view, and core of interest. The l one is argumentation. It includes induction
and deduction. So, writing forms are divided into exposition, description, narration and argumentation.

**Elements of good writing.**

According to Blanchard and Root (2004, p. 1), there are three elements of good writing, such as:

1. A subject that you know well and understand;
2. A clear purpose of writing; and
3. An audience that you have identified.

In summary, good writing has three elements such as subject, purpose and audience.

**Writing skills.**

Tarigan (1994, p. 3) explained that writing is language skills that help everyone to interact directly but not face to face with others. Paten and Jain (2008, p. 125) also defined writing skills as an essential features of language learning because of presenting a very good means of foxing vocabulary, spelling and sentence pattern. So, writing is one of basic language skills which are very important for students to be mastered. It is because these skills help students in completing assignments, doing homework, and communicate with people, even expressing their feelings.

**Concept of Ability**
According to Carroll (1993, p. 7), “An ability can be regarded as a *trait* to the extent that it exhibits some degree of stability or performance even over relatively long period of time”. So, concept of ability is closely related to skills, competence, perform, and capacity of someone to do something. The definition of ability in this research refers to ability to generate ideas.

**Text**

I this point, I explain about definition of text, definition of genre of text, and analytical exposition text.

**Definition of text.**

According to Djuahira (Djuahira, p. 24), a texts form discourses which each of them has different communicative purpose and normally includes minimal component. Siahaan and Shinoda (2008, p. 1) defined that “Text is any meaningful linguistic unit in both linguistic context and non linguistics context”. Siahaan and Shinoda (2008, p. 1) also stated that:

A text is both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be monolog or a dialog or conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text, it can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc.
So, text is very closely related in humans’ communication in their daily life. Text includes two types; written text and spoken text. Written text is expressed in writing form while spoken text is expressed orally.

**Definition of genre of text.**

According to Martin (in Djuahira, 2007, p.9), genre is an activity which has direction, pattern, steps, purpose orientation. Djuahira (2007, p. 9) stated genre as the cultural specification and has purpose, generic structure and significant lexical grammatical feature. An Australian Simiotician, Anne Freadmen (in Knapp and Watkins, 2005, p. 21) stated that:

First, genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to variety of parameters; third, genre is place of occasion, function, behavior, and interactional structures; it is very rarely useful to think of it as a kind of ‘text’; forth, cultural competence involves knowing the appropriateness principle for any genres, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift.

It can be concluded that genre is a text which has the generic structure, language features and also there are types of text.
Analytical exposition text.

In analytical exposition text, there are definition, component, and example of the text that will be explained.

Definition of analytical exposition text.

There are two experts that gave similar description of analytical exposition. Djuharia (2007, p. 31) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. In additional, Siahaan and Shinoda (2008, p. 51) argued that analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact. Based on the definitions, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

Components of Analytical Exposition.

Analytical exposition text has three components such as:

1. Thesis of text: introducing main objects and central idea;

2. Argumentation: body of the text; and

So, analytical exposition is divided into three components, such as thesis, arguments, and reiteration.

*Example of analytical exposition.*

To make readers more understand about analytical exposition this is the example and the generic structure.

**Table 2.1 Example of analytical exposition text**

<table>
<thead>
<tr>
<th>Title</th>
<th>Laptop as Student’s Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need more mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.</td>
</tr>
<tr>
<td>Argument I</td>
<td>First, modern school tends to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently, students need extra media cover the subject. Since there is a laptop on every student’s desk, this method will</td>
</tr>
<tr>
<td>Argument II</td>
<td>Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. This is really easy and saves time and money.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reiteration</td>
<td>From all that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.</td>
</tr>
</tbody>
</table>

*Taken from [www.belajarbahasaasing.us](http://www.belajarbahasaasing.us)*

**Brainstorming**

Brainstorming that will be explained are divided into definition and rules of brainstorming.

**Definition of brainstorming.**

Definition of brainstorming has been explained by several experts.

Two of them are Alan Baker and Barrie Hawkins. Alan Barker (1997, p. 7)
stated that “Brainstorming is a structured process for having ideas”.

Moreover, Barrie Hawkins (1999, p. 5) explained that when a group of people come together to generate ideas, that is what we call as brainstorming. In conclusion, brainstorming is technique to generate rich ideas which is very helpful when your ideas stop.

**Rules of brainstorming.**

Alex Osborn as the inventor of brainstorming (in Baker, 1997, p.8) stated that there are four rules of brainstorming, such as: 1) Criticism is ruled out: adverse judgment of ideas must be withheld until later; 2) Freewheeling is welcomed: the wilder the idea, the better; it is easier to tame down than to think up; 3) Quality is wanted: the greater the number of ideas, the more the likelihood of winners; 4) Combination and improvement are sought: in addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea.

Furthermore, Osborn (in Baker, 1997, p.8) emphasized the importance of getting going, focusing, attention and concentration while brainstorming instead of developing the technique much further. So, the rules that must be followed while brainstorming are criticism, freewheeling, quantity, combination and improvement.

**Application of Brainstorming Technique in Teaching Writing Analytical Exposition Text**
In applying brainstorming technique in teaching writing analytical exposition text, there are several steps that need to be followed. The steps are adapted from Blanchard and Root (2004, p. 11) and Osborn’s rules of brainstorming (in Baker, 1997, p.8). Firstly, teacher divides students into several groups. Each group has three students. Teacher must decide members of each group objectively. Secondly, teacher gives a broad topic or issue. The topic or issue is supposed to be familiar with students. Then, students in every group are asked to write down as many ideas as possible related to the topic or issue in ten minutes. Focusing and paying attention on the topic or issue is very important. It is free for students to think wildly. In this step, students work as a group so that they will be able to share ideas with other students. My roles are to guide students and to make sure that every student is contributing in group. Thirdly, students classify each idea that has similarities. Ideas that do not belong are crossed out from the list. Finally, students are able to begin writing analytical exposition individually based on ideas that they brainstorm in group. So, steps that will be followed in applying brainstorming technique in teaching writing are dividing students into groups, writing down ideas related regarded to a topic or issue, classifying ideas, and begin writing individually.

**Hypothesis**

Hypothesis of this research is “Brainstorming technique can improve students’ ability to generate ideas in writing analytical exposition text”.