

CHAPTER II

THEORETICAL REVIEW

A. Definition of Ability

Ability means *kecakapan, bakat, kemampuan* Echol and Shadily, (2003. P. 2). In *oxford Advanced Learner's Dictionary* (1995:2) ability is the mental or physical capacity, power or skill to do something. As Heinle (2008. P. 2) said in *Collins Co Build School Dictionary of American English* that ability is the quality or skill that you have which can make it possible for you to do something. Kipfer (1999. P. 2) determined the meaning of ability as natural or acquired power in a particular activity. She also defined it as aptitude, capability, capacity, competency, comprehension, dexterity, endowment, facility, faculty, intelligence, might, potentiality, qualification, resourcefulness, skill, strength, talent, and understanding.

Thus. From the definition above, the writer takes the conclusion that ability is quality of being able in a particular activity.

B. Definition of Writing

Writing is an important skill in English language learning. Writing is one of the writing skill that should be mastered in Learning English. Writing skill useful for human to make good and smooth communication. Myles (2002. P. 12) states that writing is an English skill which needs an effort and much practice in composing, developing and analyzing ideas. Brown (2001. P. 335) also mentioned that "written products as the result of thinking, drafting and revising, and that not every speaker develops naturally".

Writing is not easy for many people. Writing is considered to be a difficult and complicated skills. It is because there are some elements that must be concerned to make a good and meaningful writing: content, the writing is knowledge, substantive,

and relevant to assigned topic. Organization, the writing contains about fluent expression, the idea clearly stated/supported, well organized and cohesive. It also shows a clear relationship between the main idea and supporting sentence. Vocabulary, writing consist of effective words, the words from mastery and appropriate register. Language use, the choice of structures and lexical items gives a particular tone or flavor to writing. Mechanics, the use of graphics convention of the language, it includes the use of capitalization, spelling and punctuation Jacob (1998. P. 90)

Based on the statement above, it can be concluded that writing is the act that we can use to express the idea, feeling and facts in written form. It needs the teacher who is able to motivate the students to develop their writing. In writing, the aspect include content, organization, vocabulary, language use and mechanic. These aspect are important to master in order to be able to product writing.

C. Writing Ability

Ability means the mental or pshyical capacity, power or skill required to do something hornby (1995. P. 2) , nawawi said (1991. P. 236) says that “ability is siveded into two kinds they are actual ability and capacity. Thus, actual ability is some someone who can do something, meanwhile capacity is ability to do something that still unreal or probable, until someone can learn to do it.

Thus, from some definitions above the writter conclude that ability is someones’s capability in doing something by using knowledge well meaning of ability in this case is capability or skill for doing or using knowladge well to improve ability that someone has.

There are many kinds of writing. They are writing sentence, writing paragraph, writing essay and writing paper. Writing essay is kind of academic

writing. It means that in academic writing, essay is always learned in senior high school. That is why the skill in writing essay is important to be mastered by the senior high school students. In senior high school, writing skill is taught to develop literacy competence. It means that teaching writing for the students will be able to enlarge their ability in literacy. The students require skill full in writing because their writing skill will guide themselves in doing writing task. Then, the students have to be able to compose many genres of essay included the writing aspects. They are called content, form, grammar, style and mechanics. Making a good essay needs knowledge in order to compose a good one. A good essay will attract the people to read it Jurnal Penelitian Universitas Jambi (2014. P. 15)

D. Conclusions

In the conclusion of an essay, students help the reader understand how the ideas in the essay connect to other events in the past and present. This helps the reader appreciate why the ideas in the essay matter. Text-to-Text, Text-to-Self, Text-to- World is a strategy that helps students develop the habit of making these connections. It can be used to help students prepare for writing a conclusion, after they have written the body paragraphs of their essay. Journal writing strategies (2011. P. 30)

The concluding paragraph is the last paragraph of an essay. It has three purpose:

1. It signals the end of the essay.
2. It reminds the reader of your main points.
3. It leaves the reader with your final thoughts on the topic

Notice how the writer accomplishes these three purposes in the following concluding paragraph.

In short, Mr. Smith had several qualities of a great teacher. He was well informed about his subject, and his enthusiasm for it rubbed off on his students. Furthermore, his lectures were well organized, and he returned papers and tests promptly. His classes were always interesting, and he told funny stories to keep even the sleepiest student awake and engaged in learning.

1. The transition phrase in short signals the end of the essay.
2. It summarizes the qualities of Mr. Smith: he was well informed, enthusiastic, organized and interesting.
3. It gives a final comment: Mr. Smith inspired students to love learning.

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. It may require one or more than one sentence.

In the second part, you may add a final comment. This is the place to express your opinion, make a judgment, or give a recommendation. However, do not add new ideas in the concluding paragraph. Just comment on what you have already said in the paragraph. (Oshima, Hogue. P 174)

1. Procedure

- a. **Preparation.** Students need a copy of their essay for this activity. You might also want to prepare a graphic organizer for them to do this activity. Or they could answer the questions in a notebook or journal.
- b. **Active Reading with Text-to-Text, Text-to-Self, Text-to-World.**

Below are sample directions and prompts you can use with this strategy:

- *Text-to-Text*—How do the ideas in your essay remind you of another text (story, book, movie, song, document, etc.)?
- *Text-to-Self*—How do the ideas in your essay relate to your own life, ideas, and experiences?
- *Text-to-World*—How do the ideas in your essay relate to the larger world—past, present, and future?

c. **Debrief and Journal Writing.** Students gain a deeper understanding of their essays, their classmates, and the world around them when they have the opportunity to discuss their responses with peers. Students can share their responses with a partner, in small groups, or as part of a larger discussion. Possible journal prompts include:

- What ideas are on your mind now about how to conclude your paper?
- Of all the ideas you recorded, which one is the most interesting to you? Why?

2. Strategies for Writing a Conclusion

Conclusions are often the most difficult part of an essay to write, and many writers feel that they have nothing left to say after having written the paper. A writer needs to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper. (Randra Holowe, Joe mathison. Juornal strategies for Writing Conclusion)

a. *A conclusion should*

- 1) stress the importance of the thesis statement,

- 2) give the essay a sense of completeness, and
- 3) leave a final impression on the reader.

b. Strategies

- 1) **Echoing the introduction:** Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

Example

Introduction

From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

Conclusion

I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents' arms as we waited for the parking lot tram that would take us to our cars. My

forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again

- 2) **Challenging the reader:** By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

Example

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Thus, jury duty challenges us to be interested and responsible citizens.

- 3) **Looking to the future:** Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

Example

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

E. Definition of Argumentative Essay

Argumentation is the presentation and elaboration of an argument. Effective argumentation provokes the audience to think or act differently. To do this, a writer must support his/her thesis with strong evidence and sound logic. An argumentative essay states the thesis in the introduction, substantiates the thesis in the body, and provides a resolution for the reader in the conclusion. This distinct structure presents ideas in a logical and convincing manner. An argumentative is that show both sides of contentious issue. In other words topic must be debatable. (George brown collge, 2014)

An argumentative essay is a writing piece meant to persuade someone to think the way you do. Though it's usually organized as an essay, Myrtle's letter to her parents is also a type of argumentative writing. To help Myrtle write her essay, let's take a closer look at the elements and format of an argumentative essay. An argumentative essay is wrting that takes a position on an issue and gives suporting evidendece to persuade someone else to accept, or at least consider, the position. Argument is also used used to convince someone to take (or not take) an action.

An argumentative essay is another type of essay writing. Like the other type of essay and writing already discussed, and arguentative essay has its spesific. It is concerned with the reasoning ability of the writer to present an issue logically with an

overriding view. Usually two people or parties are involved in an argumentative essay with one attempting to outweigh the other with his/her own point of view. There are two sides to the coin in an argumentative essay; pros and cons what is literally referred to as arguing for or against. Though the above features are dominant in this type of essay, the reader of such an essay may wish to synthesise the view by blending the two sides to take a position. Literary and debating societies in academic institutions and other debating are formal settings to practice argumentative writing. The purpose of an argumentative essay irrespective of the discourse within which individuals would be able to exercise their sense of reasoning.

F. Key Components of Argumentative Essay

1. Understanding and identifying arguments, either explicit or implied, and the goals of the participants in the different types of dialogue. Identifying the premises from which conclusions are derived.
2. Establishing the "burden of proof" – determining who made the initial claim and is thus responsible for providing evidence why his/her position merits acceptance.
3. For the one carrying the "burden of proof", the advocate, to marshal evidence for his/her position in order to convince or force the opponent's acceptance. The method by which this is accomplished is producing valid, sound, and cogent arguments, devoid of weaknesses, and not easily attacked.
4. In a debate, fulfillment of the burden of proof creates a burden of rejoinder. One must try to identify faulty reasoning in the opponent's argument, to attack the reasons/premises of the argument, to provide counterexamples if possible, to identify any fallacies, and to show why a valid conclusion cannot be derived from the reasons provided for his/her argument.

G. Reasons and evidence

The primary support for your position is the reason you give . your reasons need to be supported by evidence , such as facts, example, and expert opinion.

1. **Facts:** statements or observations that can be proved. Statistics, real numbers from actual studies can be persuasive factual evidence.
2. **Examples:** specific information or experience that supports your position.
3. **Expert opinion:** the opinion of someone who is considered an expert in the area you are writing about. The person must be known for his or her expertise in your topic. For example, the opinion of the head FBI about the benefits of a low-fat diet isn't strong evidence. The FBI director isn't an expert in the field of nutrition.

H. Purpose of Argumentative Essay

1. An argument follows when two groups disagree about something.
2. People can have different opinions and can offer reasons in support of their argument.
3. However, sometimes it might be difficult to convince the other group because the argument could be based on a matter of preference, or religious faith.
4. Therefore, arguments of preference, belief or faith are not the type of arguments that can be argued logically. One based on an opinion that can be supported by evidence such as facts.
 - a. An argumentative essay is also one that attempts/tries to change the reader's mind, to convince the reader with the point of view of the writer.
 - b. For that reason, the argumentative essay to be highly persuasive and logical. For example, a thesis such as "My first experiences with Americans were shocking" has a central idea 'shocking' but it is not really strongly persuasive, and it is certainly not argumentative.

- c. When you write an argumentative essay, assume that the reader disagrees with you. But please remember that your reader is no less intelligent than you.
- d. So write objectively, logically and respectfully. Try to understand your opponent's point of view. If you do not, you are not likely to convince the reader.

I. Writing As a form of Communication

Writing is a rather reflexive activity, although this is rarely mentioned. Actually, it is very difficult to think clearly about writing as a form of communication because we live in cultures where written words are usually rather important Pryor (2003. P. 56)

F. Analytic scoring

For classroom instruction, holistic scoring provides little washback into the writer's further stages of learning. Primary trait scoring focuses on the principle function of the text and therefore offer some feedback potential but no wash back for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. Classroom evaluation of learning is best served through analytical scoring. In which as many as six major elements of writing are scored, thus enabling learners to hone on weakness and capitalize on strengths.

Analytical scoring may be more appropriately called analytic assessment to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey (1984) designed an analytical scoring scale that specified five major categories and a description of five levels in each category, ranging from "unacceptable" to "excellent".

J. Aspect in Writing text

There are many general areas encountered by the students when they are ordered to write a text. The common problems appear in at least four areas, they are problem in content, punctuation, grammar and diction.

1. Content

When the students were encountered with the problem of identifying main ideas and supporting sentence they could not produce an effective paragraph of the text. This happen since they are not able to formulate main ideas and supporting sentence into a paragrpah. Content is also related with what students are required to write about (Mohan 1986, cited in Hyland, 2003) state that “typically this involves a set of themes or topics of interest that establish a coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will adress. Students will have some personal knowladge of these themes and will be able to write meaningfully about them. In most cases such course rarely focus exclusive on content and, in fact, represent interesting ways teacher can integrate and combine different conceptualization of meaning.

2. Punctuation

Writing, like any other skill, has its ‘mechanical’ componets. These include handwriting, spelling punctuation, and the construction of well- formed sentence, paragraph, and text. Talking about punctuation, correct punctuation, like correct spelling and word order, is an essential part of the properly constructed English sentence. It may be said that, as an integral part of the written form of the language, punctuation is a reflection of the pauses and of the rising and falling intonation pattrents of the spoken language. As sentence become punctuation is more clearly evident. Spruaille and Zemach (2001. P. 93)

The principle rules are stated here, but on occasion a good writer may vary them slightly to gain a particular effect in our writing style. According to Wishon and Burks (1980), the standard marks of punctuation are : Period (.); question mark (?); exclamation point (!); comma (,); semicolon (;); dash (-); parenthesis (); brackets []; and quotation marks (“..”.’).

a. Period

A period comes at the end of a statement:

Example :

I'm going to Idaho this summer.

I want a sandwich.

b. Question mark

A question mark comes at the end of a question:

What's the capital of Idaho

Have you seen my sandwich??

Use period, not a question mark, if the question is embedded in a statement:

I don't know what the capital of Idaho is.

I have no idea who took my sandwich.

Use a question mark if the sentence is grammatically a question, even if the purpose is something else (in the following example, the sentence is really a suggestion or an offer):

Why don't you sit down?

c. Exclamation point

An exclamation point comes end of a sentence that shows at the a strong emotion like surprise or excitement.

Would you look at all those birds!

I didn't take your sandwich!

Exclamation points are more common in casual writing, such as letter to friends. Use them sparingly in academic writing. You may, of course, use them in writing dialogues:

Informal : The capital of Idaho is Boise!

Formal : "Please don't ask me what the capital of Idaho is!" cried the child.

d. Comma

The purpose of commas is to make your sentence clear and easy to read. They do this by marking boundaries of different types. Consider:

Wrong : While I was batting Tony was catching.

Right : While I was batting, Tony was catching.

If you read the first sentence without realizing that there is a kind of boundary after batting, you might think that it was poor Tony who was getting batted. While some of these boundaries are at points you might pause to take a breath. It is not true that you should put comma every where you would pause for breath. For example, no matter how long r hard it is to pronounce a subject, you should never put a comma between it and a predicate if there is no interrupter.

Wrong: The letter on the table by the door, was for me.

Right : The letter on the table by the door was for me.

Commas are frequently used to mark boundaries in series. Use a comma to separate a series of three or more items:

I can't butter, ice cream, or cheese.

Collecting stamps, reading books, and making models are my brothers hobbies.

Use a comma to separate three or more adjective of the same type:

There's a strange, smelly, furry animal under our porch. (these are all the same type of adjective: they describe a quality, and color.)

Can you fit the word *and* in between the adjectives (strange *and* smelly and furry animal) can you change the order of the adjectives (smelly, strange, furry)? Then use commas. If you can't (four *and* sharp *and* black; black sharp four claws), then don't.

Use a comma before a coordinating conjunction to separate two independent clauses. Coordinating conjunctions are *and, but, or nor, so, for, and yet*.

I was already running late, so I skipped breakfast.

He didn't study at all, but he still got an 87 on the test.

3. Grammar

An understanding of grammatical options and the limits of their construction is central to genre knowledge and therefore to writing construction. Hyland (2004. P. 68) state that "Many writing teachers do teach grammar, but often this takes the form tasks that are disconnected from writing activities or set

as supplementar work to adder persistent error”. It means that, when the teachers do teach grammar, they have to apply it in writing construction. For example, by asking our students to construct comprehensively covers the patterns of sentence cntruction and the ood order of the words in sentence sequence. In addition, teaching writing must involve increasing learner awareness genre convention to help students product texts that seem well formed and appropriate to readers, and to do this we have to seegrammar as more than a set of rulers applicable.

1. Parts of speech

Some grammar books use different set of categories nine parts of speech

- a. Nouns
- b. Verb
- c. Adjectives
- d. Adverbs
- e. Auxiliaries
- f. Prepositions
- g. Pronouns
- h. Conjunctions
- i. Interjection

2. Subjects, predicates, and objects

- a. Subject and predicates

If you eliminate the kinds things you say when you are answering someone else’ quetion (‘what did you eat for lunch? “*Spagetti*”), or giving people direct comannands (“*Run !*”), you will

find that the usual minimum size for an English sentence is two words:

I slept.

Gophers dig.

Each word in those little sentence fulfills a mandatory requirement in English sentences. When we speak or write, we typically say something about something or someone. The part of a sentence that names the person, place, or thing about which something is said is the **subject**. The part of a sentence that tell what the subject does or what is done to the subject is the **predicate**.

Table 2. 1 Subject and Predicate

Subject	Predicate
I	Slept
The man in the brown coat	Sat down abruptly

b. Linking Verb and Transitive vs Intransitive

There are different kinds of predicate, and the differences have consequencess. Consider the following two sets of sentence (the subject phrases have been underlined, and the verbs are in boldface).

Set A Bruce **sued** real estate agent.

My pet eat **is sleeping**.

Brenda **asked** an excutive a question.

Someone **has already tasted** my hamburger.

Set B My pet cat **is** quite old.

Brenda **became an** executive.

My hamburger **tastes** strange.

The sentence in Set A all involve doing (although the action involved can be rather low – energy or abstract). The sentence in Set B, on the other hand, all involve description or equivalence – they say that one thing is *the same as* another, or that one thing is *like* another – but they do not involve action in the usual sense.

Compare the two “hamburger” sentences, for example. *My hamburger tastes strange* does not describe what the hamburger is doing; it describe what the hamburger is, or is like.

1) Linking Verbs

The sentence in Set B all involve **linking verb**, which are the various forms of *be, seem, appear, become* or some uses of verbs of the sense, such as *taste, smell, look, feel*. Linking verbs are followed by a word that renames or describe the subject. This element is usually called a **subject complement**:

Bruce is a estate agent
S V SC

He seemed quit
S V SC

2) Transitive and Intransitive Verbs

Two other types of verbs are:

Transitive

A verb that requires an object to complete its meaning

The players *picked* the captain

Intransitive

A verb that does not require an object complete its meaning

At the start of the play, our excitement *increased*.

4. Diction

Issues of word choice in writing fall under the heading of diction. There are some general rules for diction that work in all situation, but you should know up front that if you approach diction as a set of rules to memorize, you will fall short. Because words in english can be used in so many different ways, there are as many rules than there are words. Spruaille and Zemach (2001. P. 90)

1. General rules for diction

- a. Rule one: Avoid redundancy using the same word repeatedly when there are other options available. While you must frequently use words like the, you should avoid repeating content words (like bench) if you can gracefully avoid them. One of the primary functions of pronouns is to allow you to refer back to something without repeating it, so use pronouns if the reader will not be confused.
- b. Rule two: be aware of common word problems. Some words, such as affect and effect, are easily confused. There is a list of such words in the appendix; look it over, and if you know that you have problems with particular words, make a point of checking your writing.
- c. Rule three: Be specific. If you use general words like stuff, aspect, or facet in your writing, readers might not know exactly what you mean. Worse still, they

may get the impression you are not really saying anything at all. Whenever possible, be specific.

- d. Rule four: Do not include definition for terms you know your readers will understand.
- e. Rule five: Include defining material if you think your readers will not know particular words. In some situation, especially when writing academic papers, you may find that you need to use *jargon* vocabulary that is specific to a particular job or field of study and which most people do not use.
- f. Rule six: avoid inflated phrases. Bureaucratic language is known for using many words in any situation where one will do. Unfortunately, inflated phrases like *at this point in time* (instead of *now*) and *achieve closure* (instead of *finish*) have crept out of bureaucracy and into public language.
- g. Rule seven: Avoid nonwords. Nonwords are invented words that are used in place of already existing ones which usually work better. Good examples are *orientate* (the verb *to orientate* works just fine) and *analyzation* (the noun form *analysis* is far superior).
- h. Rule eight: Be aware of the emotional tone of your words. While English has plenty of words that are completely neutral (like *bench*), it also has words that are inherently positive (reasonable, progress) or negative (senseless, barbarous).