CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories that suit to this research. The reviews of related literature it consists of: Writing (Definition, nature and aspect), the writing learning process (process of writing, approaches to teaching writing), the characteristics of good writing, the purpose of writing, teaching writing (the roles of teachers in teaching writing, teaching writing in Senior High School, media in language teaching and learning, Self Regulated Strategy Development, and analytical exposition.

A. Writing

1. Definition of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

In the process of communication, ideally learners know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When learners understand the knowledge of the language, it means that they have a language competence.

In line with this, Brown (2000: 31) states the definition of a language competence as "one's underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together". Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour theses sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

Writing is one of four English language skills besides listening, reading and speaking. Writing is an ability or activity of arranging words into form of sentences. It uses to communicate information, express the feeling or ideas to someone, public or government. According to Bram (1995:32) defines that writing producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Furthermore, Harmer (2004) defines writing is way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then the elements have to be presented in learning activities.

Writing well is also become the most difficult challenge. Writing is not only write about what we think, but also about organizing ideas, grammar revise the writing, vocabularies, etc. According to Heaton (1975:138) defines writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.

Another definition of writing skill is also defined by Urquhart and Mclver and also Harmer. Urquhart and Mcvler (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teaches should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writers' intention and meets the readers' need. It means that writing is a complex process and it seems reasonable to expert, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

The definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize the coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, some stages of the text composition proposed by Brown involve the act of physical and mental, for example how to generate ideas, how to organize them coherently and etc.

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

Furthermore, based on those definitions above, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

2. The Nature of Writing

The nature of writing can be widely defined from several perspectives. They are in comparison with peaking, as a physical and mental activity, as a cognitive and means of communication. These four perspectives will be explained more in the following discussions.

Hayes (Weigle:2002) states that he process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. The three cognitive processes are not only applied in the drafting process but also in the revising process. First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistics and graphics input, while reflection is the process of creating new representation ideas from the existing representation in the process of text interpretation. Text production is the last process n which new written linguistics forms are produced.

Bell and Burnaby (1984), Nunan (1989:360) also state that writing is a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writer must be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful.

The nature of writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan : 2003). It is categorized as the physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to

express and organize them into clears statements and paragraphs that enable a reader in understanding the ideas of written work.

In conclusion, writing is a productive skill that must be learnt and mastered by the English learners that involve the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation and soon.

3. Aspects of Writing

Discussing the aspects of writing, there are some important matters that need to be outlined in this discussion. They include 1) micro and macro sill or writing 2) mechanical components of writing, and 3) cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001:324-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro and macro skills of writing mentioned by Brown cover several important aspects. Producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical system such as tense, subject verb agreement and etc, expressing particular meaning in different grammatical form, using

cohesive devices in write discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new formation, given information, generalization, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and text (Harmer:2004). He also states that the previous components need to be introduced in the teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover (Harmer:2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements

that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue (1999:40) state that to be able to have the coherence is writing, a writer need to focus on the sentence movements. The movement of one sentence to the next sentence must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging he sentences in logical order.

As summary, the micro and macro skill, the components cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make students' writing works more accessible.

B. The Writing Learning Process

The review of related theories to teaching writing will be discussed in this chapter. They are presented in four sub-discussions consisting of the theory of writing process, approaches to teaching writing, the role of teacher in writing and teaching writing for Senior High School students.

a. Process of writing

Richards and Renandya (2002:316) state the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

The planned writing experiences for the students can be described as follows:

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as brain storming and etc.

2) Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling punctuation, sentences, diction and etc.

b. Approaches to Teaching Writing

1) Product-Oriented Approach

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The concern of this approach is on the correctness of final products of writing. (Picas:1982) in Badgar and White (2000) cites that product-oriented approach to teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devises.

In this approach, students' writing works will be measured based on some criteria. The scoring criteria commonly involve content,

organization, grammar, vocabulary and writing mechanics, for example spelling and punctuation.

Bedgar and White (2000) state that four stages of learning writing are commonly done by the students in this approach. They familiarization, controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity

In conclusion, the product-oriented approach is emphasized mostly on students' final product of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. They need to do particular efforts to avoid in the text composition, for example by focusing more on the correctness of the grammar.

2) Process-Oriented Approach

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are list of typical writing activities done in the process approach mentioned by Brown (2004:335)

a) focus on the process of writing that leads to the final written products,

b) help student writers to understand their own composing process,

c) help them to build repertoires of strategies for prewriting, drafting, and rewriting,

d) give students time to write and rewrite,

e) let students discover what they want to say as they write,

f) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,

g) include individual conference between teacher and students during the process of composition.

As an addition, (Badger and White:2000) states that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing.

C. The Characteristics of Good Writing

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

According to Collins (2014) categorize that characteristics of good writing are:

1. Clarity and Focus

    In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running of on too many tangents.

2. Organization

    A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3. Ideas and themes

    Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4. Voice

      This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language (word choice)

      We writers can never understanding or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

6. Grammar and Style

      Man writers would wish this one away, but for a piece writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece f writing I clear and consistent. Make sure you keep a grammar book and style guide handy.

7. Credibility or believability

      Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

8. Thought-provoking or emotionally inspiring

      Perhaps the most important quality of good writing is how the reader responds do it. Does she come away with a fresh

perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

D. The Purpose of Writing

According to O'Malley & Pierce (1996) the purposes of writing are:

a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing events or experience speculating on cause and effect, etc. informative writing helps the writer to integrate new ideas and examine existing the knowledge

b. Expressive or narrative writing is a personal or imaginative expression in which the writer produce the story. It means that the expressive writing is about personal felling of the writer, how they produce the stories based on people's observation, object and place

c. Persuasive writing, the writers attempt to influence the other and initiate action or change. It means that the writer produce a story to persuade the reader or people. It is based on background information, fact, etc.

E. Teaching Writing

1. Definition of Teaching Writing

Writing is the most basic skill of English language that has the important part of communication. (Pincas,1998:56) states that writing is a way of communicating a message to a reader for a purpose. The

purpose of writing are to express one's self, to provide information for one' reader, to persuade one's reader and to create literary work.

In teaching writing ability, it means that teacher teaches the students about how to write or influence thoughts, ideas, and opinions with others in the form of written. Teaching how to write effectively is the important part in teaching writing. It is because writing has the important component in education. Foong (1999) categorizes that purposes for teaching writing:

a) Writing for Language Practice

Writing can be taught primarily for practicing language forms to develop accuracy and correctness.

b) Writing for Rhetorical Practice

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic form by following the chosen model passage.

c) Writing for Communication

Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader.

d) Writing as a Discovery and Cognitive Process

The process of writing which was influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expensive and the cognitive.

2. The Roles of Teacher in Writing

Kimble and Garmezy in Brown (2007:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

Harmer (2007:261-2620) mentions some additional information about teacher's roles in teaching and learning process of writing. They will be explained as follows:

1. Motivator

When the students work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

2. Resource

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language need by the students. Besides, the teacher must also ensure the students that he/she will be there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

3. Feedback Provider

Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they students need at their level of studies.

3. Teaching Writing in Senior High School

According to the content standard which is develop by BNSP (2006). The English teaching of Senior High School in Indonesia is aimed at making the students develop several competences. They are 1) developing students' oral and written competences to achieve the informal competence which makes it possible for the students to access various knowledge, 2) developing students' awareness of the importance of English in improving Indonesia's competence at the world's level, 3) developing students' understanding on the relationship between cultures and language.

The next matter of teaching writing in senior high school is the students' age range. The age range of the students of Senior High Schools is between twelve and eighteen that is also called as puberty (Brown:2001:91). This makes them categorized into teenager learners who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

As the result, the characteristics of teenagers stated previously will become teachers' concerns in teaching their students. According to

Brown (2001:92), one of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person's talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.

4. Media in Language Teaching and Learning

Teaching media bring significant role in the success of language teaching and learning by creating a solution for both teacher and the students to cope with the gap between the teachers' explanation/idea with the learners' understanding.

Smaldino at el (2005:9) mentions six media used in learning and instruction. They will be explained as follows:

a. Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.

b. Another media used is audio. Audio refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, noise and etc.

c. The third type of media is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoon, and soon.

d. Another media is motion media. They are media that show motion including video-tape. Animations, and soon.

e. Manipulative are three dimensional media and can been touched and handled by the students.

f. The last type of media proposed by Smaldino at el is people. The media includes teachers, students, or subject-matter experts.

F. Self-Regulated Strategy Development

Orhan (2007;391) defined self-regulation as the ways in which learners take control of their own learning. Pintrich (2000) indicated that self-regulation is an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior. Self-regulation skills can be taught, learned, and controlled.

Zimmerman (1989;4) pointed out that students can be described as self regulated to the degree that they are meta cognitively and behaviorally active participants in their own learning process. Such students personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teachers.

The main aspect of self–regulation is metacognition. Metacognition refers to awareness, knowledge and control of cognition. It's the highest level of mental activity involving knowledge, awareness, and control of one's lower level cognitive skills, operations and strategies (Abdel Rahman, 2007). The three processes that make up metacognitive self- regulatory activities are: planning, monitoring, and regulating

(Printich et al. 1991). Those who use these skills are called self-regulated learners. Being engaged in metacognition, is a feature of good self regulated learners.

Students can be taught to become more self regulated learners by acquiring specific strategies that are both successful for them and that enable them to increase control over their own behavior and environment. Most researchers agree that the best learning occurs when someone carefully observes and considers his own behavior and acts upon what he has learned.

The concepts of metacognition, self-regulation, and self-regulated learning have been growing in dominance in educational theory, research, and practice (Kaplan:2008). Other educators (e.g., Collins, 1994; Leahey and Harris, 1997; Maitland, 2000) expand the definition of metacognition to include self-regulation of one's own cognition. As defined by Leahey and Harris (1997) metacognition is the knowledge, awareness, and monitoring of one's own cognition‖ .

Knowledge about metacognitive strategies often referred to as self-regulation strategies--refers to the reader's knowledge about the executive processes he or she employs before, during, and after reading. Such executive strategies are considered by many educators (e.g., Collins, 1994; Maitland, 2000; Urquhart and Weir, 1998) as crucial for reading comprehension. Perry etal. (2007) pointed out that effectively self-regulated learners are metacognitive, motivated and strategic. They exercise Metacognition by analyzing the demands of tasks in relation to their

strengths and weaknesses as learners and then regulating their behavior in ways that optimize their learning processes and products.

Among the numerous metacognitive strategies, there are three main strategies that receive primary emphasis in the area of reading: (1) planning, (2) self-monitoring, and (3) self-assessment. According to Zimmerman (1989) self regulated learning involves the regulation of three general aspects of academic learning : (1) Self-regulation of behavior (2) Self-regulation of motivation (3) Self-regulation of cognition.

Zimmerman (1989, 2000, 2002) developed a cyclical model of self regulation from social-cognitive theory and research. He suggested a cyclical model of self-regulation consisting of three phases:

1. The Forethought Phase (reaction):

This phase precedes the action performance: sets the stage for action, maps out the tasks to minimize the unknown and helps to develop a positive mindset. Students in the forethought phase use goal setting and strategic planning to self- regulate (Davis & Gray;2007).

Students must consider the following:

1. When will they start?

2. Where will they do the work?

3. How will they get started?

4. What conditions will help or hinder their learning activities are part of this phase?

There are two major classes of forethought phase processes: task analysis and self- motivation .Task analysis involves goal setting and strategic planning.

Self- motivation stems from students' beliefs about learning , such as self efficacy beliefs about having the personal capability to learn .

2. The Performance Phase:

This phase refers to processes that occur during behavioral implementation. Students are asked to consider the following:

1. Are students accomplishing what they hoped to do?

2. Are they being distracted?

3. Is this taking more time than they thought?

4. Under what conditions do they accomplish the most?

5. What questions can they ask themselves while they are working?

6. How can they encourage themselves to keep working?

During reading students in this phase use their background knowledge and selective strategies to understand and comprehend the text (Davis & Gray;2007).

Performance phase processes fall into two major classes : self- control and self- observation. Self- control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Self -observation refers to self- recording personal events or self - experimentation to find out the cause of these events.

3. The self- reflection phase:

This phase refers to processes that occur after each learning effort. It's a self- evaluation of outcomes compared to goals. Students' self-reflection brings them back to evaluate and understand their own performance (Davis & Gray;2007). Zimmerman (1989) emphasized that students who evaluate their performance are successful at self-regulating . Students who are unaware of the need to self- evaluate tend to have difficulty in regulating their learning.

There are two major classes of self- reflection phase processes: self-judgment and self-reaction. One form of self-judgment, self-evaluation, refers to comparisons of self – observed performances against some standard.

The view of self-regulation is cyclical in that self reflections from prior efforts to learn affect subsequent forethought processes (Zimmerman 2002). A cycle is completed when the self-reflection processes impact forethought phase processes during future learning attempts. It should be noted that these phases are cyclical in that feedback from previous performances is used to make adjustments during future learning efforts and attempts (Zimmerman, 2000)

G. Analytical Exposition Text

1. Definition of Analytical Exposition Text

Definition of analytical exposition text is actually very easy to understand. Word "Analytical" means, "examining or liking to examine

things very carefully" (Cambridge). That is, (examining or relating to checking / testing something carefully).

Thus, the definition of Analytical Exposition can be understood as a text that tries to provide a comprehensive explanation of a problem by displaying the opinions that support it carefully.

While the main purpose of analytical exposition text is, "to try/attempt to influence the reader to believe something by presenting one side of the argument." It means trying to convince the reader to believe something by giving one side of opinion only. "

Referring to the purpose of analytical exposition, this does not mean that analytical exposition text contains only one argument, but contains various arguments that have the same purpose.

In school books in Indonesia often mentioned, Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. It means analytical exposition text is a text that contains an idea about the phenomenon surrounding. Of course it is also followed by some argument to support it.

2. **Generic Structure of Analytical exposition Text**

Analytical Exposition Text also has generic structure, those are:

a. **Thesis**: it contains writer's opinion about something. It also introduces topics and indicates the writer's position

b. **Argument**: it contains the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

c. **Reiteration:** Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration :

– From the fact above …

– I personally believe …

– Therefore, my conclusion is …

– In conclusion …

3. **Purpose of Analytical Exposition Text**

a. To analyze the topic and to convince or influence the reader that this opinion is correct and supported by arguments

b. To convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic

4. **Language Feature of Analytical exposition Text:**

a. Using Simple Present Tense

b. Use word that link argument, such as firstly, secondly, in addition, furthermore

c. It contains these phrases :

– From the fact above …

– personally believe ….

– Therefore, my conclusion is ….

– In conclusion …