

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Writing

###### a. Definition of Writing

As we know that writing is a very essential and complicated ability to be learned by the students which contain activities to express ideas, opinions, or to send messages and information from writers to readers. Some experts described the definition of writing according to their respective thoughts. According to Flynn and Stainthorp (Cited in Garintama), writing is a complicated process because the writer has to imagine and convey the ideas that are in the mind and then present them in written form.<sup>1</sup> Then, Ur stated that writing skills aim to convey ideas and messages to the readers. Other aspects that must be considered, such as good handwriting, followed by appropriate spelling, punctuation, grammar and vocabulary selection.<sup>2</sup>

Furthermore, writing is an activity that consists of a process and a product. In this activity, the writer conceptualize, create, composes, edit, read, and reread their writings. The writing process can be said to be cyclical, repetitive, or irregular.<sup>3</sup> Other definition stated that writing is an action of creating a recorded language in a work paper or other places to demonstrate the writer's ideas and information, including the use of language structure and vocabulary.<sup>4</sup> Formed on those explanations, it can be assumed that writing is an act to deliver the results of thoughts in writing to be a product. The writer should also pay attention to the use of language structure and vocabulary.

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<sup>1</sup> Dimas Y P Garintama, *Analysis on Analytical Exposition Text Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya*, Volume 06 Nomor 01, (2018): 10.

<sup>2</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), 163.

<sup>3</sup> David Nunan, *Practical English Language...*, 88

<sup>4</sup> Pindho Anjayani and Suprpto, *Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)*, *Journal of English Language Teaching, ELT FORUM* 5, 2 (2016): 2, accessed on April 7<sup>th</sup>, 2022, <http://journal.unnes.ac.id/sju/index.php/elt>.

In principle, before you write something, you have to think what you are going to write and how you are going to write it. When completed it, read the results of your writing and make changes or corrections to the writing.

b. Purposes of Writing

It is important to know that writing is not just pouring sentences into a paper, but also paying attention to the purpose of the writing. The purposes of writing are explained below:<sup>5</sup>

1) Entertainment

The writing that is made not only makes the reader laugh but at least can make the reader dissolve in feelings. Therefore, writing that is created must be imaginative or creative, such as short stories, novels, drama, and etc.

2) Information

The purpose of writing is to provide information to the reader. This purpose can also be said to inform because it is easy to read. Examples of writing in this purpose are instructions or procedures, scientific or business reports, newspaper articles, and essays.

3) Persuasion

The writing that is made aims to convince the reader of something, such as newspaper and magazine articles, advertisements, and essays. This type of writing contains arguments or opinions that are supported by evidence, not just as an expression of feelings.

c. Aspects in Writing

In making good writing, several components must be considered by writer. Jacob, et. al. (Cited in Hughes) divided components writing into five main areas, they are:<sup>6</sup>

1) Content

Content is related to ideas, development of ideas, content relevant to the topic, and use of descriptions. The quality of the writing content depends on the skill to imagine and develop the ideas creatively. The content of the writing must be understood by reader. It means that

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<sup>5</sup> Kate Grenville, *Writing from start to finish: A six-step guide*, (Crows Nest, Australia: Allen & Unwin, 2001), 1-2.

<sup>6</sup> Arthur Hughes, *Testing for Language Learners*, (UK: Cambridge University, 2008), 103-104.

the readers can understand message or information submitted by the writer.

2) Organization

Organization is the ability to organize ideas or messages a writing. Organizational aspects related to coherence, chronological order, spatial pattern, and order of importance (from particular to general or from general to particular).

3) Vocabulary

Vocabulary can be used to express or write down ideas in an essay. The vocabulary used must be relevant to the topic, so that readers can understand the content of the text.

4) Language Use

Language use is related to grammar. In other words, it includes the ability to write sentences correctly and precisely. Things that need to be considered such as tenses, the use of verb, adjective, noun, conjunction and articles.

5) Mechanics

Mechanics consists of the use of capital letters, punctuation, and spelling appropriately. Using the appropriately mechanics will make readers find it easy to understand the idea or message of the text. This aspect also needs to be considered. Thus, the readers can know or recognize what the writer means.

d. Writing Process

The process can be said to be a series of interrelated events that transform input into output. Several processes must be carried out by the writer from the beginning step to the last step in writing. At each step of writing, the writer must evaluate to produce good quality writing. If the writer does not carry out this evaluation, then the error in the writing will have an impact until the last step of writing. According to Harmer (Cited in Permadani), here are several steps in writing skill, including:<sup>7</sup>

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<sup>7</sup> Lay Latun Nisak Permadani, *The Effectiveness Of Project Based Learning Toward Students' Writing Recount Text Achievement Of The Tenth Grade At Ma Ma'arif Udanawu In The Academic Year 2017/2018*, (Thesis, IAIN Tulungagung, 2018), 12.

1) Planning

The writer should plan what they will write. The writer can use detailed notes in advance or just plan in their minds. At this step, the writer has to imagine about what the goal, the readership, and the structure of the writing. There are some actions that provide a learning experience for students at this step, among them are clustering, rapid free writing, group brainstorming, and *WH*-Questions.

2) Drafting

A draft is the earliest form of a planned writing. The draft that has been made by the writer can be changed in the next step. That is, when the writer makes edits, the draft that has been made can be produced in the final version of the writing.

3) Editing (consists of reflecting and revising)

After the writers make a draft, they must re-check their writing for errors or omissions in the writing. Usually, they will add or remove information, replace words or sentences that are <sup>8</sup>not suitable for the writing.

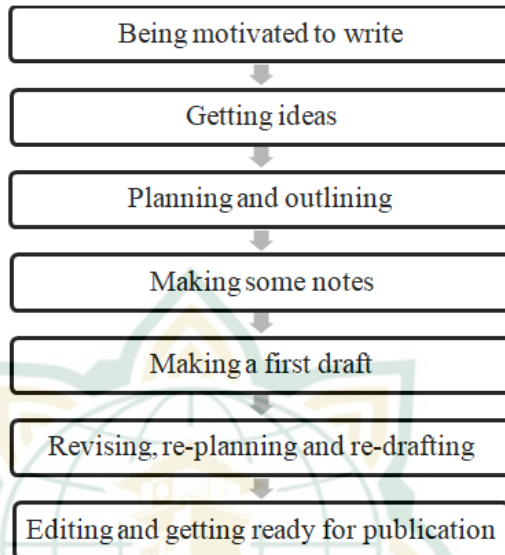
4) Last version

The last version of the writing is obtained after the writer has successfully edited their draft and made edits that they deem to be following the context of their writing.

According to Alves, the writing process is a more practical procedure in learning writing. It can help students to focus on the process of producing texts through several steps, including generating ideas, drafting, revising and editing. These stages are represented as follows:

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<sup>8</sup> Anabela R Alves, *Process Writing...*, 5.

**Figure 2.1 Steps in Writing Process**

The steps in the writing process described above are essentially the same. It means that before writing, the writer must have his own motivation. The writer should know what she/he is going to write by taking notes beforehand. The next step, the writer can put the notes on a draft and then reread the writing carefully. If there is an error, the writer can make edits and revisions. Re-reading the writing must be done carefully and repeatedly to ensure that the writing is correct. If the writer feels that the writing is correct with the checks that have been done, then the writing can be published.

e. Genre Texts

There are many genre texts in English writing. The classification of the type of writing is influenced by the purpose of the writing, the function of the text, the linguistic structure, and the characteristics of the language used in the text. Anderson (Cited in Muslikah), stated that there are several types of texts in English, including:<sup>9</sup>

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<sup>9</sup> Muslikah, *The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade of SMA Karya Mataram South Lampung*. (Thesis, UIN Raden Intan Lampung, 2017), 29-30.

- 1) Analytical exposition text  
This text contains opinions about a topic. This text aims to make the reader believe something by giving only one point of view of the opinion.
- 2) Hortatory exposition text  
This text describes a problem comprehensively so that the reader does or does not do something according to what is discussed on the topic.
- 3) Discussion text  
This text provides information, opinions, opinions, or ideas about a topic. The purpose of this text is to find common ground between two different thoughts.
- 4) Descriptive text  
This text contains the description of a person or object based on the results of the writer's sensory experience. Usually, the writer explains the shape, nature, amount, and others.
- 5) Report text  
This text aims to provide information about an event which is the result of structured investigation and analysis.
- 6) Explanation text  
This text describes processes related to natural, social, scientific, cultural, or other phenomena.
- 7) Narrative text  
This text contains stories as a result of the writer's imagination or fairy tales that live in the surrounding environment, such as folk legends, myths, and fables.
- 8) Recount text  
This text draws about an act that occurred in the past to amuse or inform the reader.
- 9) Anecdote text  
This text tells about strange, imaginary, or impossible events. This text aims to entertain the reader.
- 10) Spoof text  
This text is about humor. Usually, some of the text has been modified by the writer so that it is different from the original.
- 11) News item text  
This text contains information about important and newsworthy events. The language used in this text is formal and scientific.



12) Procedure text

This text describes the ways or steps in doing something or how an object can function.

13) Review text

This text contains a review of a work, such as books, films, objects, and others to discover the benefit and disbenefit of the work.

2. Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analytical exposition text is a text that contains opinions or arguments about a case. The purpose of this text is to convince the reader that the case is essential things to discuss.<sup>10</sup> Analytical exposition text aims to explain a topic comprehensively and is accompanied by several supports from one point of view.<sup>11</sup>

From some of the description above, it can be assumed that the analytical exposition text aims to reveal an important topic. The writer also tries to invite the reader to understand the topic more deeply by outlining several arguments.

b. Generic Structure of Analytical Exposition Text

In writing of analytical exposition text, the writer needs to arrange the generic structure of the text properly so that the reader understands the sense of the text. The generic structure is described below:

1) Thesis

This section consists of positions or previews. The writer presents the main topic or idea to be discussed. This section is always written in the beginning paragraph of the analytical exposition text.

2) Arguments

This section consists of points and elaborations. The writer outlines the arguments or opinions to prove that what has been discussed in the thesis paragraph is true. Usually, the writer outlines two or more arguments.

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<sup>10</sup> Rial Armunza, *The Contribution of Students' Simple Present Tense Mastery toward their Reading Comprehension of Analytical Exposition Text at the Second Year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang Kampar Regency*, (Thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012), 15.

<sup>11</sup> Gumanti Ning Rahayu, *Menguasai 13 Jenis Soal Teks Bahasa Inggris*, (Yogyakarta: Rona Pancaran Ilmu, 2013), 59.

This is because the more opinions stated, the more convincing the reader that the topic is very essential.

3) Reiteration or Conclusion

This section contains a repetition of the writer's statement. The writer re-explains the main idea that has been stated previously. In other words, the writer concludes the entire text.

c. Grammatical Characteristics of Analytical Exposition Text

Each type of text has different grammatical features. There are several significant grammatical characteristics of analytical exposition texts, including:<sup>12</sup>

- 1) Topics covered concentrate on common human and non-human participants
- 2) Sentences using the Simple Present Tense
- 3) Sentences using Relational Process
- 4) Sentences using Internal Conjunctions to stage arguments
- 5) Using compound and complex sentence
- 6) Use the words that link the argument, such as firstly, secondly, thirdly.
- 7) Using reasoning through causal conjunction or nominalization

d. Example of Analytical Exposition Text

In accordance with the explanation above, the following is an example of an analytical exposition text:

**Table 2.1 Example of Analytical Exposition Text**

<b>The Important of Mobile Phone in Everyday Life</b>	
Thesis	I firmly assume that mobile phones are necessary. My reason for that opinion is that this mobile phone is very suitable for business people who travel a lot. In addition, mobile phone is indispensable for emergencies.
Argument 1	For elaboration on the first reason, mobile phones are very much needed in an emergency. For example, if you fall down of the stairs in a building and are seriously injured. The situation there is very far from public telephones. So the mobile

<sup>12</sup> Gumanti Ning Rahayu, *Menguasai 13 Jenis Soal...*, 65.



	phone will be very useful to carry. Or, if your car breaks down in the middle of the night. The situation there is very quiet and you don't know the area. It would be dangerous if you left your car to look for a public phone booth.
Argument 2	My other reason is that the mobile phone is very suitable for business people. For example, if you are out of town or abroad and you have to phone a client to do some important tasks, a mobile phone will be very useful as a communication tool. By using a mobile phone, you can receive various information. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do tasks or they will go out of business. You can even send faxes or messages and use the internet with your mobile phone.
Reiteration/ Conclusion	In conclusion, I strongly believe that the mobile phone is an important object for use in everyday life. By using a mobile phone, you will be able to convey information just by pressing one button. Whether it's related to business or personal information or an emergency, it shows that mobile phones are indispensable in today's times. <sup>13</sup>

3. Simple Present Tense

a. Definition of Simple Present Tense

If we discuss grammar in the context of English, we will study sixteen types of tenses, one of which is the simple present tense. The use of the simple present tense is to state general facts and to express daily habits or activities. The purpose of the simple present tense is to explain the situations that occur from time to time, situations that have become habitual, historical situations of the present, current situations, and quotes. The time signals commonly used are

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<sup>13</sup> Marni Hartati, *Modul Pembelajaran SMA Bahasa Inggris XI KD 3.4: In Conclusion, We Believe*, Direktorat SMA, Direktorat Jenderal PAUD, DIKDAS dan DIKMEN, 2020, 17.

always, every month, every week, every year, every day, never, often, on Sunday, rarely, sometimes, usually, twice a day, twice a month, once in two hours, on Mondays, every other day, occasionally, etc.

b. The function of Simple Present Tense

Each tense has its function which is adjusted to the context of time. In addition, there are some functions of using the simple present tense, as follows:<sup>14</sup>

- 1) To express an activity that occurs constantly or habits.  
For example:
  - *Salma always practices volleyball every week.*
  - *James goes to school by car.*
- 2) To express a true thing. For example:
  - *I am from Russia.*
  - *Fire is hot.*
- 3) To express a schedule, scheme, or program. For example:
  - *The plane lands at 20.00 p.m.*
  - *The annual fashion festival will start tomorrow morning at Monas Jakarta.*
- 4) To express a description and definition. For example:
  - *A corn farmer is someone who works in a large garden. She/he always plants, tends, and harvests the crops.*
  - *Mathematics is a general subject that focuses on counting numbers.*

c. Structures of Simple Present Tense

The simple present tense is parted into nominal and verbal sentence, each of which has a positive, negative, and interrogative form, as follows:<sup>15</sup>

1) Nominal Sentence

Nominal sentences are sentences that do not have a verb. Its use must be added "to be" as a substitute for the verb, or so-called linking verb.

a) Positive Form

The positive form of nominal sentences is indicated by to be. Here is the formula and the example:

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<sup>14</sup> Slamet Riyanto, et al., *A Handbook of English Grammar: An Effective Way to Master English*, (Yogyakarta: Pustaka Pelajar, 2007), 115.

<sup>15</sup> Arif Yosodiputro, *Tenses Review*, (Jakarta: Gramedia Pustaka Utama, 2017), 2-3.

**Table 2.2 Positive Form of Nominal Present Tense**

Formula		
Subject	To be	Complement
I	Am	round, good, at the beach, at the office, etc.
He/She/It	Is	
You/We/They	Are	

b) Negative Form

The negative form of nominal sentences is indicated by the word "not" after to be. Here is the formula and the example:

**Table 2.3 Negative Form of Nominal Present Tense**

Formula		
Subject	To be + not	Complement
I	am not	round, good, at the beach, at the office, etc.
He/She/It	is not (isn't)	
You/We/They	are not (aren't)	

c) Interrogative Form

The interrogative form of nominal sentences is indicated with a question mark. For the "to be" position is placed at the beginning of the sentence or before the subject. Here is the formula and the example:

**Table 2.4 Interrogative Form of Nominal Present Tense**

Formula		
To be	Subject	Complement
Am	I	smart, good, at the beach, at the office? etc.
Is	he/she/it	
Are	you/we/they	

2) Verbal Sentence

Verbal sentences are sentences where the predicate is a verb. The predicate used is adjusted to the subject.<sup>16</sup>

a) Positive Form

The positive forms in verbal sentences are indicated by verb 1 or sentences added with s/s. Here is the formula and the example:

<sup>16</sup> Arif Yosodiputro, *Tenses Review...*, 12-13.

**Table 2.5 Positive Form of Verbal Present Tense**

Formula				
Subject	Verb 1 / (+s/es)	Object	Adverb	
I/You/We/They	go	to the office	in the	the morning.
He/She/It (s/es)	goes			

b) Negative Form

The negative form of verbal sentences is indicated by the word "not" after auxiliary "do/does". Here is the formula and the example:

**Table 2.6 Negative Form of Verbal Present Tense**

Formula				
Subject	Auxiliary + not	Verb 1	Object	Adverb
I/You/We/They	do not (don't)	go	to the office	in the morning.
He/She/It	does + not (doesn't)	go		

c) Interrogative Form

The interrogative form of verbal sentences is indicated with a question mark. For the auxiliary position is placed at the beginning of the sentence or before the subject. Here is the formula and the example:

**Table 2.7 Interrogative Form of Verbal Present Tense**

Formula				
Auxiliary	Subject	Verb 1	Object	Adverb
Do	I/you/we/they	go	to the office	in the morning?
Does	he/she/it	go		

**B. Theoretical Framework**

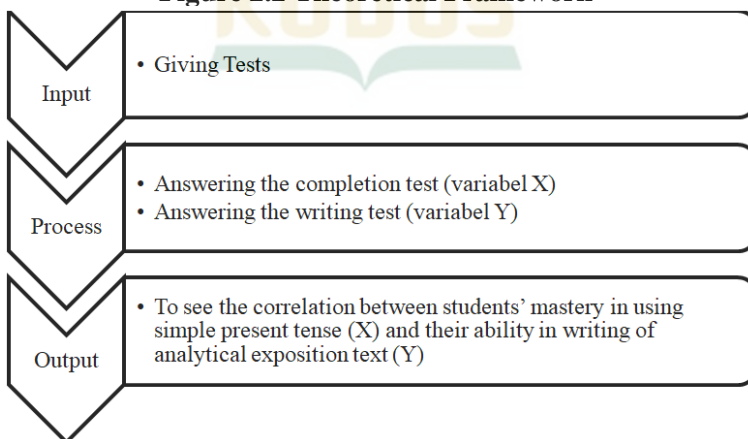
Learning English aims to aid the students in mastering English both orally and in writing. In learning English, the teachers equip the students with language skills and components. The components of English include vocabulary, pronunciation, and grammar. The focus of the discussion on the English component in this study is grammar. Grammar can be characterized as how words are arranged correctly in sentences. One of the most complex parts of grammar to learn is tenses. The function of the tense is to show the time of an event or action. In compiling a sentence, students must be able to mastery the use of tenses. The sixteen tenses must be

mastered by the students. But the concentrate of the discussion in this study is the simple present tense. It can be said that the simple present tense is the simplest tense to learn. The use of the simple present tense aims to show an event that is happening in the present. Good mastery of simple present tense will help students to improve their language skills.

In learning English, the teacher teaches students four language skills, one of which is writing skills. Many genre texts must be mastered by the students. Usually, in each grade level, the students learns different genre texts. As in the eleventh grade, one of the genre texts studied is analytical exposition text. The main purpose of analytical exposition text is to assure the reader that the topic stated is a crucial topic to be discussed by presenting arguments or opinions that support the topic. The general structure of this text consists of thesis paragraph, arguments paragraph, and reiteration or conclusion paragraph. The tense used in the analytical exposition text is the simple present tense. It can be said that if students master the simple present tense well, then they will be able to make analytical exposition text well.

Reached from the preliminary research conducted by the researcher, most of the students of the eleventh grade at MA Darul Ulum Purwogondo still have difficulty in mastering and using the simple present tense. Therefore, the researcher conducted a study to determine whether there is a significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text. Furthermore, the theoretical framework is formulated as follows:

**Figure 2.2 Theoretical Framework**



### C. Review of Previous Study

Before the researcher conducted this research, several researchers had conducted some research on correlation with almost the same title as follows:

1. A research by Naya (2011)

She was from STAIN Tulungagung who conducted a research entitled "The Correlation between Simple Present Tense Mastery and Ability in Writing Descriptive Text of the First Graders of SMPN 1 Kauman." The research aimed to determine the students' mastery of the simple present tense; see the students' ability in writing descriptive texts; discover the correlation between the mastery of the simple present tense and the students' ability to write descriptive texts. The results indicated that the average score on the grammar test was 76.5541. So, it can be said that the student's mastery of simple present tense was good because the average score was at levels 70 to 79. Besides that, students' ability in writing descriptive text is at a moderate level, with an average score of 63.0632. The average value was at levels 60 to 69. The significance (2-tailed) was 0.014 lower than the significance level ( $\alpha$ ) 5%. Then,  $H_a$  was accepted which was stated that there was a correlation between mastery of the simple present tense and the ability to write a descriptive text.

There was similarity between the research that has done by Naya (2011) and the research conducted by the researcher. The similarity was in the research design. The researcher used a quantitative approach with correlation study.

Next, the differences were in the variables, samples, and data collection technique. Naya's research took simple present tense mastery (X) and writing descriptive text (Y) as the variables. The research applied cluster random sampling and took 37 students of VII G as sample research. In data collection technique, administering tests and documentation.

Meanwhile, the research that has been conducted by the researcher used simple present tense (X) and writing analytical exposition text (Y) as variables. The researcher took 27% of the population and produced 33 samples. In data collection technique, the researcher used grammar test in terms of simple present tense and writing analytical exposition text.

2. Research by Muslikah (2017)

She was from UIN Raden Intan Lampung who conducted a research entitled "The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text



at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017". This research aimed to determine the correlation between students' vocabulary mastery and the ability to write analytical exposition texts. The data analysis shows the value of  $Sig = 0.05$ . This value indicates that  $H_a$  was accepted because  $Sig = 0.001 < 0.05$ . So, there was a significant correlation between vocabulary mastery and students' ability in writing analytical exposition texts.

There was similarity between the research that has done by Muslikah (2017) and the research conducted by the researcher. The similarity was in the research design. The researcher used a quantitative approach with correlation study.

Next, the differences were in the variables, samples, sampling technique, and data collection technique. Muslikah's research used vocabulary mastery (X) and writing analytical exposition text (Y) as the variables. The researcher used cluster random sampling technique and took 21 students of IPA 1 as sample research. In data collection technique, the researcher used vocabulary test and analytical exposition writing test.

Meanwhile, the research that has been conducted by the researcher used simple present tense (X) and writing analytical exposition text (Y) as variables. The researcher took 27% of the population and produced 33 samples. In data collection technique, the researcher used grammar test in terms of simple present tense and writing analytical exposition text.

3. Research by Wahyuni Yendriani (2019)

She was from State University of Semarang who conducted a research entitled *The Correlation between Students' Mastery of Simple Past Tense and Their Ability to Write Recount Paragraphs at The Eleventh Grade of MAN 2 Model Pekanbaru.*" This research aimed to know how students' mastery in simple past tense; to know how students' ability in writing recount paragraphs; and to know the significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. The results showed that  $H_a$  was accepted because significance value is lower than alpha ( $0.005 < 0.05$ ). It can be stated that there was a significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. Furthermore, the 69.22% writing recount paragraphs ability was influenced by simple past tense mastery.

There was similarity between the research that has done by Yendriani (2019) and the research conducted by the researcher. The similarity was in the research design, which used a quantitative approach with correlation study.

Next, the differences were in the variables, samples, and data collection technique. Yendriani's research used simple present tense mastery (X) and writing recount text (Y) as the variables. The research used convenience sampling technique and took 28 students as sample research. In data collection technique, the researcher used multiple choice in simple past tense test and writing test for testing students writing ability.

Meanwhile, the research that has been conducted by the researcher used simple present tense (X) and writing analytical exposition text (Y) as variables. The researcher took 27% of the total population and produced 33 samples. In data collection technique, the researcher used grammar test in terms of simple present tense and writing analytical exposition text.

#### **D. Hypothesis**

Based on the framework of thinking that has been described, the researcher proposes the following hypothesis:

1.  $H_a$ : There is a significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.
2.  $H_0$ : There is no significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.