CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature that would be used by the researcher in this research project will be explained in details. The literatures are teaching writing, definition of essay, writing an essay, writing compare and contrast essay, definition of error analysis, cohesion, and cohesive devices.

2.1 Writing as a Process

According to Jeremy harmer (2014) says that writing is form part of syllabus in the teaching of English. In writing the writer tends to organize paragraphs in predictable ways such as starting with a topic sentence, continuing with example sentences in order to produce something in final form. According to Donn Byrne (1980) says that writing is one of the media of communication which has a kind of skill that needs much practice. Writing is different from speaking. J. Harmer (2004) adds that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. The process of writing is the way to at what people do when they compose written text (J. Harmer, 2004)

The processes of writing are made by the content of the writing, the types of writing and the medium it written in. according to J. Harmer, (2004) says that the process of writing has four main elements. First, planning, before starting to write the writer should think how they are going to do and say. It includes making detail notes. In planning, the writers have to think about three elements: 1) the purpose of the writing, the purpose of the writer includes the language that the writer uses

and the information they choose.2) the writers think of the audience they are writing for.3) the contents of the structure. Secondly is drafting, making a draft can produce a good arrangement in writing. Third is editing (reflecting and revising), in editing the writer look at the issues of the general meaning and overall structure before going to detail features such as individual word and grammatical accuracy. And the last is Final version, in final version the writer ready to send the written text to it is intent audience.

The process of the writing can be representing in the following way:

Planning ➡ **drafting** ➡ **editing** ➡ **final draft**

2.2 Definition of Essay

Essay is writing which explains what a term means. It has definite, concrete meanings such as book, glass or tree. Essay is a prose that expresses opinion of the author about a certain subject. It can be person, place, thing and through the duration of the text. The basis of essay is divided into three categories. First is opening which explains about the information of background knowledge or indentified subject and introducing a subject. Second is the body of essay explains the information about the whole of subject. The last is conclusion, it gives a final conclusion which discuss or lists the main idea, making summarize or append of some observation about the subject.

Almost modern essay are written in a prose. According to Keith and Elena (2002:1) say that the essays are everywhere-in books, magazines, newspaper, and other printed material. Essays can consist of number of elements, including literary criticism, learned arguments, observation of daily life or reflection of the

author. Furthermore, Aldous Huxley gives a note that essay is literary devises for saying everything. Students usually learn structures of essay formats because they want to improve their writing skill.

2.2.1 Writing an essay

The writer should have good plan structure in arrangement essay. According to Don Shiach (2007:6) says that it is important for the writer of the essay to have a planned structure, make a clear structure will be easier to organize the content and present your knowledge. Don Shiach (2007:6) adds that essay must have the appearance of a continuous, coherent and integrated whole with each Section match with the previous section. However, to make a good essay it is useful for students to think a three main section. The first is the opening paragraph. In this section the writer should say something specific, catch the impression of the reader. Because it is important to make the reader impress with the writer introductory paragraphs, good opening can decide the reader whether they are want to continue or not. According to Hala Darwish & Mohammed Abdel Aatty say that the purpose of this opening paragraph is to get into the topic and let your reader perceive your purpose in the topic sentence of your beginning paragraph. The second is the development of the body of the essay; this is the section of writing an essay where the writer will use specific example and illustration.

The last is conclusion. According to Hala Darwish & Mohammed Abdel Aatty say that the conclusion emphasizes the thesis and make briefly summarizes how it is proven in the body. In the conclusion, the writer may also interpret, assess and argue with the source material for the facts, or point to historical knowledge gaps.

There are four steps of writing an essay based on Darwish (p. 135-139).

1. Prewriting stages (when the writers prepare the ideas for essay before begin to write)

2. Writing essay stage(when the writers convey ideas into sentences)

3. Editing essay stage (when the writers check their essay for mistakes and correct them)

4. Publishing essay stage (when the writers produce a final copy of your essay to hand in)

In conclusion, writing is one activity which express opinions, ideas that would be useful for others. To create a good essay the writer should have good understanding about the definition, writing organizations, tips, how to compose and steps how to make good sentence structure.

2.2.2. Writing Compare and Contrast Essay

According to Hala Darwish & Mohammed Abdel Aatty say that comparative and contrast essay is subjective essay that indicates the different or similarities between two objects and things that written in, such as people, place, things, ideas and so on. It describes how two things are similar and how they differ. The comparison essay is essay that the main topic is delivered by comparing them with other subject, thus contrast essay. The comparison essay is analyzing the similarities instead the contrast essay is analyzing the different. This comparison is decribing and analyzing through a logical explanation. It often uses to recommend the reader to choose one of particular object than the other object

by demonstrating the advantages of it. There are structures in compare or contrast essay in one of the following two formats:

1. Introduction

In introduction the writer should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. Topic 1

Portion of the essay (which may consist of one paragraph or several paraghraphs) should cover only the first topic of the comparison and contrast. Compare/Contrast essays take two topics and illustrate how they are similar and dissimilar. Do not mention topic 2 in this first portion.

3. Topic 2

Portion of the essay (which may also consist of one or more paragraphs) should cover the second of the two topics. The writer may not discuss Topic 1 in this section. Since it has already gone into great detail about it, the writer may allude to Topic 1 briefly. Hovewer, do not analyze Topic 1 in this section. This portion of the paper is to discuss Topic 2 in great detail.

4. Topics 1 and 2 Together

In this section the writer is to analyze both Topic 1 and Topic 2 independently, it means the writer should analyze them together. This section may also be one or several paragraphs.

5. Conclusion

This paragraph the writer should expresses their certainty and absolute knowledge on the subject matter. You should reaffirm your thesis (essentially restate it in new words) and show how proven it.

OR

1. Introduction

The writer should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. All Comparisons (Topics 1 and 2)

The writer should go through all similarities that find in the two topics on which she or he are writing. There should be at least three comparisons (essentially three short body paragraphs) in which the the writer gives an example from both topics of comparisons in each.

3. All Contrasts (Topics 1 and 2)

The writer should go through all differences that find in the two topics on which she or he are writing. There should be at least three contrasts (essentially three short body paragraphs) in which the writer gives an example from both topics of comparisons in each.

4. Conclusion

This conclusion is wrapping up everything that has proven in the paper. It should restate the thesis in a new, more official way, and should feel quite confident in your writing.

Here is a quick breakdown on how the Compare-Contrast Essay should appear:

- **Type A:**

1. Paragraph 1: Introduction (with Thesis)

2. Paragraph 2: Topic 1 (Comparison a)

3. Paragraph 3: Topic 1 (Comparison b)

4. Paragraph 4: Topic 1 (Comparison c)

5. Paragraph 5: Topic 2 (Contrast a)

6. Paragraph 6: Topic 2 (Contrast b)

7. Paragraph 7: Topic 2 (Contrast c)

8. Paragraph 8: (Optional) — Comparisons/Contrasts together (any topic)

9. Paragraph 8: Conclusion

Type B:

1. Paragraph 1: Introduction (with Thesis)

2. Paragraph 2: Comparison a (Topic 1&2)

3. Paragraph 3: Comparison b (Topic 1&2)

4. Paragraph 4: Comparison c (Topic 1&2)

5. Paragraph 5: Contrast a (Topic 1&2)

6. Paragraph 6: Contrast b (Topic 1&2)

7. Paragraph 7: Contrast c (Topic 1&2)

8. Paragraph 8: Conclusion

2.4 Cohesion

Jeremy harmer (2004) views that cohesion is number of linguistic technique at disposal to make sure that the prose is stick together. It means that Cohesion is the compatibility relationship with each other element in order to create coherent understanding. Cohesion refers to the aspect of the shape or formal aspects of

language and discourse that consists of sentences. Cohesion is usually the most crucial defining characteristic of the learners' writing. In the opinion of Jeremy harmer (2004) says that the use of types of cohesive devises are inventional skill of the writers about how the writers bind the elements of text together so that we know what being referred to and how the phrase and sentence relate to each other. Cohesion is interesting in relating to the internal organization of language to the functions of language, and to the social situation of language. In addition, cohesion is the formal aspects of language that is relating within sentences, both in strata grammatical and lexical.

According to Jeremy harmer (2014) says that lexical cohesion use of two main devices; repetition of word and lexical set chain. However, grammatical cohesion is including pronoun and possessive reference, article reference, tense agreement, linkers, substitution and ellipsis.

2.5 Types of Cohesive Devices

Cohesive devices have significant role because they provide not only surface evidence for the text unity but also express the continuity that exists between one part of the text and another. Halliday and Hasssan (1976) define the types of cohesive relationship which can be formally established within a text. Therefore, the main cohesive devices which bind a text together are two main categories: Grammatical and lexical devices. Halliday and Hasan (1976) divide it into five major cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion.

1. Reference

A reference is the ability to point out something within or outside a text. Halliday and Hasan (1976:308) say that reference is relation between meanings. It kinds of grammatical cohesion which have relationship between an element of the text or something else by reference which it is for interpretation". Reference can be exophora (situational) and endophora (textual). Endophora is a textual reference within the text, but exophora is situational references where it interpreted the text lies outside the text is. Endophora is divided into anophora (to preceding text) and catapora (to following text).

Moreover, Halliday and Hasan (1976:37) state that there are three types of reference; those are personal reference, demonstrative references and comparative reference. First (1) personal reference refers to individual and object that mentioned in the part of text. Personal reference as pronoun (e.g., mine, her, his) or nominal references (e.g., Pen, Ana or Toni, Banana). For example: *There was an apple on the Table. So I take it*. ("It" refers back to "an apple). (2) Demonstrative references refer by means of location, on scale of proximity (e.g., here, there, that, this), and the last is (3) comparative references (it use to compare similarities or identities between items in a text) (e.g. others, identically, more, differently, likewise, worse, so many etc).

2. Substitution

Halliday and Hassan (1976) say that substitution is grammatical cohesion which takes place a part of the word, phrase, and clause (in a text) by replacing one item to another. There are three types of substitution, these are: nominal,

verbal and clausal substitution, for example; *"I left my book at home, do you have one?"* In this example, "one" is replaced for "book" (nominal).

3. Ellipsis

Ellipsis is omission an element of a sentence that can easily be filled or interpreted by the reader or listener, ellipsis is omission of words or other units that can be predicted from it is original intentions language context or outside the context of the language. It can also be said that ellipsis is to be the replacement of zero (0); something that exists but is not spoken or written. (Halliday & Hasan, 1976) say that ellipsis occurs when something is structurally necessary left said; there is a sense of incompleteness associated with it. Ellipsis can also be distinguished on noun, verbal, and clause ellipsis. For Example (a) a noun (e.g., Randy had a red *apple*. Mine was green.), (b) a verb (e.g., Michael bought some apples and sherly some oranges), or (c) a clause follows on the presuppose element (e.g., Q: Do you *study Matematics*? A: Yes.).Ellipsis ties occur more frequently in speaking than in writing (Halliday & Hasan, 1976).

4. Conjunction

Conjunction is one of grammatical cohesion which connecting elements or word with one another. These elements can be words, phrases or clauses, sentences, paragraphs. It uses to join word or groups of words together or one sentence to another. The common conjunction are: *and ,but, either, or , neither, nor, whether, if, that, because, since, so yet, unless, therefore, for, until, before,*

although, as, after. These are the following conjunctive types: Coordinating Conjunction, Subordinating Conjunction

a. Coordinating conjunctions

These conjunctions join sentences of co-ordinate that is equal rank or word that stand in the same relation to some other word in the sentences. (e.g., and, or). For example

  Leave the room, *or* take the consequences.

b. Subordinating conjunction

A subordinating conjunction joins subordinate or independent sentences to a principal sentence (this is to sentences of higher rank). (e.g., although, that). For example;

We still hope *that* you may get well.

We still hope =principal clause /sentences

That =conjunction

You may get well =subordinate or dependent clause or sentences.

Whereas Halliday and Hassan (1976: 232) say that in describing conjunction as cohesive devises, the researchers focus attention not only on the semantic relation as such as realize throughout the grammar of the language, but also on one particular aspect of them. The function relates to each other linguistic elements that occur in secession but it is not related by other structural means.

Halliday and Hassan(1976) say that conjunction can be divided into additive, adversative, clausal and temporal.

a. Additive

Additive conjunctions signal the presentation of additional information such as: and, moreover, in addition to, and, or, also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance.

b. Adversative

Adversative conjunction is conjunction which moderates or qualifies the information in the following sentence of a text with the information in the preceding. For example: but, yet, however, instead, on the other hand, nevertheless, at any rate, as a matter of fact.

c. Causal

Causal conjunction interprets the relationship between the cause and consequence such as: because of, for, so, consequently, it follows, for, because, under the circumstances, for this reason.

d. Temporal

Temporal conjunction expresses the relationships which exit when the events in a text are related in terms of the timing of their occurrence. For example: first, then, after that, then, next, after that, on another occasion, in conclusion, an hour later, finally, at last.

5. Lexical Cohesion

Halliday and Hassan (1976) argue that lexical cohesion is established through the structure of lexis or vocabulary, lexical cohesion is lexical relationship between parts of discourse to get compatibility in a cohesive structure. Lexical cohesion element consists of: synonyms (equation), antonyms (opposite words), repetitions, collocation (collocation), and equivalence. The

purpose of the use of lexical cohesion is to get the effect intensity of the meaning of language, information events, and compatibility of languages.

Halliday and Hasan (1976) assert that there are two types of lexical cohesive: reiteration and collocation. A reiteration can be (a) a repetition of the same word (e.g., I met some a young man at the conference. *The man* were good looking.), (b) a synonym or near synonym of the referent (e.g., she *exercise* every morning. *The aerobic* is refreshing.), or (c) a super-ordinate or hyponym is a word or a phrase which covered in a word or phrase that is more common (e.g., I bought some fruits yesterday at the market. These fruits are apples, banana and oranges). 2. Collocations that are a combination of two or more words that fall in the middle between idioms, collocation deals with the association of lexical items that regularly co-occur (Halliday and Hasan, 1976:284). Some examples are: "sheep" and "wool", "congress" and "politician" or "college" and "university".

2.6 Previous Studies

In this study, there were some of previous studies. The first study was conducted by Ayub,Ketut Seken, Wayan Suarnajaya (2013) on the title "**An Analysis of the cohesion and coherence of the students' English writing at the second grade of SMAN 1 Labuapi West Lombok"**. This study aimed at analyzing students` writings in terms of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence. The subjects investigated were 30 second grade students of SMAN 1 Labuapi. The results of study were the students used the five types of cohesive devices; such as reference, substitution ellipsis, conjunction and lexical cohesion .but reference as

the dominantly uses. Also the study indicated that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students` writings.

The second study was conducted by Zuhair Abdul Amir and Abdul Rahman (2013) on the title **"The Use of Cohesive Devices in Descriptive Writing by Omani Student- Teachers"**. In his study showed these two tables contain all tallies of the various types of cohesive devices used by the two groups of students. A total of 1,498 cohesive devices were used by all students to achieve cohesive writing. Whereas 1st-year students used 784, 3rd-year students used 714. Considering the two percentages of the 1st- and 3rd-year students, it can be concluded that the two groups were not vary greatly in the frequency of their use of cohesive devices. The result of this study was the students over use certain types of cohesive devices, e.g. repetition, reference, and connectives, while ignoring the other types.

The third was conducted by Nafisah, Nurin (2014) on the title **A Study of Cohesion in Classification Essays by Students of English Study Program at Brawijaya University.** This study used both quantitative and qualitative approaches. This study revealed that the grammatical cohesive devices used in students' classification essays were reference, conjunction, verb substitution, nominal ellipsis and clausal ellipsis and lexical cohesive. In terms of frequency, most of students frequently used grammatical cohesive device were personal reference and lexical cohesive device was the same word repetition.

Those are some previous study which focuses on cohesive devices. The use of cohesive devices has good impact in arranging text. It means by using cohesive

devices can keep cohesiveness in the text. From those studies, It can be concluded that this study and previous study have some similarities and difference For the similarities are: (1) the first previous study and this study have some purpose .The purpose is to analyze the cohesive devices used by students at students' English writing (2) the second previous study and this study have some result. The result is the students use certain types of cohesive devices such as repetition or lexical cohesion, reference and connective or conjunction (3) the third previous study and this study have purpose, the purpose is investigate the types of cohesive devices used by students' on writing essay. The differences between this study and previous studies are: (1) the focus of the previous study is an analysis of the cohesion and coherence of the students' English writing while this study just focus on an analysis of cohesive devices (2) the kind of essay of the previous study is descriptive writing, while the kind of in this study is comparative and contrast essay (3) the previous study uses both qualitative and quantitative approach, while this study use descriptive qualitative method. So in this study the researcher is analyzing of cohesive devices used by students' in writing English essay of the third semester students at UMG. In collecting data, the students is given assignment about the comparative and contrast essay from the lecturer. This study is descriptive qualitative which the research wants to know the cohesive devices used by students and also the principles of using cohesive devices by the third semester students of English department of Universitas Muhammadiyah Gresik in the academic year of 2015/2016.