CHAPTER II

REVIEW of RELATED LITERATURE

This chapter intends to review theories concerning discourse analysis particularly about organizational patterns of Jakarta Post's English newspaper. The review consists the relationship between writing, discourse analysis, rhetorical patterns, and organizational patterns of Jakarta Post's English newspaper in the Introduction and Discussion section. At the end, a previous study is presented.

2.1   WRITING

There are four skills that we must have to mastery the English language. They are listening, speaking, reading and writing. Listening and reading as the input of information while speaking and writing as the output of information we got. One of that ability is believed as the most challenge skill to learn even for advanced levels, that is the ability of writing. It is because writing needs ability to write what we want to express to the reader and there is a rule we should follow to process what we are going to write.

Texts as communications system where the linguistic features are represent the grammatical rules. However, not only seen as which text is viewed, but also develop to the broader levels that from a mere extension of traditional grammar towards an entire text.

Text linguistics is the study of how texts function in human interaction. Beaugrande and Dressler (1981) define a text as a "communicative occurrence which meets seven standards of textuality" – Cohesion, Coherence, Intentionality, Acceptability, Informativity, Situationality and Intertextuality, without any of which the text will not be communicative. Non-communicative texts are treated as non-texts.

Cohesion focus on the ways in which the components of the surface text are connected within a sequence. The linier series of linguistic elements in a text should be well-arranged to obey grammatical rules and dependencies. The function of grammatical dependencies in surface texts is for sorting out meanings and uses. Cohesion covers all of the functions that can be used to signal relations among surface elements.

Coherence relates to the concepts and relationships that underlie the surface text are related to each other, relevant and used, in order to achieve efficient communication.

Intentionality related to the attitude and purpose in the procedure text in using cohesion and coherence in achieving its objectives in the text. Without cohesion and coherence that goal difficult to achieve.

Acceptability concerns in which the recipients of the text are recognize the information in it. In producing a text, sometimes the writer's often speculate about the respond of receiever as they want to desire.

Informativity represent the content of the text that is already known or expected rather than text unknown or unexpected. Informative text processing requires cognitive abilities are much bigger and exciting at the same time.

Informativity level must be adjusted to the text, if it is too high will cause a hassle, and if too low will makes saturation or boredom in the text.

Situasionality concerns the factors that make the text relevant to the circumstances of the incident. Situations where sometimes the difference in understanding the language or culture.

Intertextuality concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered text.

Moreover, In *Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing*, Ulla Connor defines cohesion as "the use of explicit linguistic devices to signal relations between sentences and parts of texts." These cohesive devices are phases or words that help the reader associate previous statements with subsequent ones. In Cohesion in English, M.A. Halliday and Ruqaiya Hasan (1976) identify five general categories of cohesive devices that signal coherence in texts: a) *Reference*, there are two referential devices that can create cohesion: *Anaphoric* reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. and <u>*Cataphoric*</u> reference is the opposite of anaphora; a reference forward as opposed to backward in the discourse. Something is introduced in the abstract before it is identified, b) *Ellipsis* are omitted when the phrase needs to be repeated, c) *Substitution* is substituted for another, more general word, d) *lexical cohesion,* the term refers also to the study of such rules, and this field includes morphology and syntax, often complemented by phonetics, phonology, semantics, and pragmatics, and e) *Conjunction* sets up a relationship between two clauses.

A text is close meaning to the writing. Writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Writing is also seen as a series of activities going on and involves several phases, the preparatory phases, and the content development and review, as well as revisions or improvements posts. Activities is not easy to write because writing should be able to produce something new and give you an idea or ideas to the reader through writing. Writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Hence, writing is not only seen as an indirect communication but also seen as series of an activity to produce something new from the writer perspective to share with the others.

Today, writing is increasingly regarded as being social situated; each situation may entail a special consideration to audience, purposes, level of perfection, and correspondingly may require varying amounts of revision, collaboration, and attention to detail. The ability to write obvious has an impact to give one the power and opportunity to share and influence their personal thought, ideas and opinion with others, not only in day-to-day situations, but across time and space. So, it is important to produce a quality writing.

Research has supported to improve the quality of writing. An early review of the literature found that teaching and studying grammar had no effect on the quality of one's writing (Braddock, Lloyd-Jones, & Schoer in Kamehameha School: 2007). Further support of these findings by Hillocks (1986)

, after reviewing thousands of studies, the author concluded that studying grammar does not increase writing quality. He argues that these findings are not unexpected because, although knowledge of grammar is important to proper writing, the way that content is produced is not dependent upon correct grammar, but is more of an intuitive process. Subsequent research shows that skilled writers focus more on content and organization, whereas less experience writers are more concerned with writing mechanics such as spelling or diction (Hillocks,1986).

Writing instruction began to change, responding to the need for innovative instruction and pedagogies, writing appears from rote repetition and technical instruction to the tools of creative expression and critical thought than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work .The writer learned to review and revise some drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage.

Each writer carries out uniquely style of writing and may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983 in Kamehameha School :2007). Researchers and educators have identified several logical steps to follow, displayed in Table 2.1.
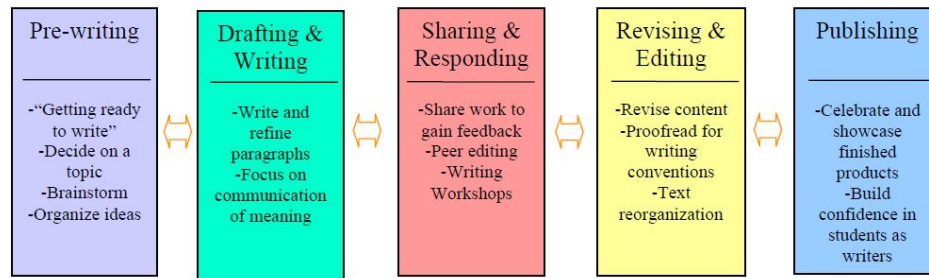
(Based upon research by Graves .Retrieved from http://www.ksbe.edu/)

Pre-writing, or planning out what is going to be written, is an essential step in the writing process and should spend for 70 percent of the writing time (Murray: 1982). Research shows that skilled writers spend significantly time organizing and planning what they are going to write (Hillocks 1986). Planning process influence in implementing what information we are going to write, spending little time to thinking and planning affect in the quality of our product.

Re-writing as an essential component in writing process is its recursive nature, which allows writers to revise their work continually. Revision is not just clarifying meaning, it is discovering meaning and clarifying it while it is being discovered. That makes revision a far more complicated process than it is usually thought – and a far simpler process at the same time (Murray: 1982). Research shows that writers not only revise what they are writing, but also revisit their goal and plans for writing. This process can covers new ideas and thoughts and to have the opportunity to incorporate it into their writing.

Writing as a process of composing material in order to express what the writer's want to express. Explaining the main idea supported by details of the paragraph to create a coherence paragraph.

2.2   DISCOURSE ANALYSIS

Before study about discourse analysis, it is important to understand what discourse is. Discourse can describe as follows: First, discourse can be described as language beyond the level of sentence. It is a type of language that extends past features such as sounds (phonetics), structures (syntax) and the parts that build words (morphology). Second description of discourse refers to language behaviors linked to a social practice. It indicates that a discourse is type of language, i.e. discourse of law as legal documents are written in as much depth as possible to avoid any vagueness and ambiguity. The last, discourse is described as being a system of thought. It suggests that the ideas about knowledge and truth appear from particular social and historical situations. It is difficult to draw a single definition of discourse while discourse itself has many perspective based on various views. In general, discourse refers to a written or spoken type of communication. So, all form of communication can be described as discourse as long as it has linguistic features.

Developed in the 1970s, discourse analysis "concerns itself with the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural

conventions" (M.H. Abrams and G.G. Harpham, *A Glossary of Literary Terms*, 2005).

There are several of divisions and distinctions that have been drawn to explain the method in which discourse is analyzed. One simple distinction is that the study of discourse can be divided into three domains: the study of social interaction the study of minds, selves, and sense-making, and the study of culture and social relations (Wetherell, Taylor, &Yates, 2001 (2):5). This has also been further divided into the following six different traditions (Wetherell, Taylor, &Yates, 2001(1)) Conversation analysis Critical discourse analysis (CDA) and critical linguistics, Foucauldian research,Discursive psychology,Interactional sociolinguistics and the ethnography of communication, and Bakhtinian research.

A sub-discipline of DA is 'Critical Discourse Analysis' (CDA). CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. CDA gives broader writers to critics, especially in social phenomenon imbalance, allows the writers expresses their horizon and sometimes suggest a solution.

Many sociolinguistics have looked into the study of discourse, leading to the discipline as we known as Discourse Analysis. Since 1950s, DA has grown in popularity in the social science. Here are the most three important people who involved with the development of Discourse Analysis: 1) Michel Foucault, a French philosopher, who collects the stepping stones for any social theorists and discourse analysis itself. The theories of Faucault have led to a specialized variant of discourse analysis, called Foucauldian discourse analysis. In 1972,

Foucault wrote "Nothing has any meaning outside of discourse", and the purpose was that discourse creates a social context and gives meaning to anything that is spoken about. Including institutional objects such as power and knowledge. 2) Norman Fairclough. He is considered as one of the founders of critical discourse analysis, and his first book Language and Power (1989) was contains looking at discourse usage and how it related to unequal measures of power. The key concepts of CDA considering how language reproduces power, and the effect of this in society. His work concentrated on the variant of CDA, which looks at how power and ideology are reproduced through language. 3) Teun Adrianus van Dijk. His book on discourse analysis and critical discourse analysis covers looking at racism in discourse. How racist ideologies are reproduced by 'symbolic elites' (a term used by van Dijk to refer to politicians and journalists among others) is key working towards cutting racism and prejudices out of society.

There are many reasons why we may want to study discourse analysis: The language we use in everyday life is used by everybody. Sometimes have different meaning rather literal meaning, but we can usually comprehend it; it is a common phenomenon ; According to a discourse analyst, people never communicate things in either a natural or objective way. Simply means that our language always seeks a particular response when we use it; By studying discourse analysis, you can begin to view the way newspapers or other text encourages you to look at something one way but not another.

2.3 RHETORICAL PATTERNS

Rhetoric is the study of effective speaking and writing and the art of persuasion, and many other things. The history of rhetoric has many definition, receive many purposes , and variated widely in what it included. However, for most of its history it has kept its principal character as a discipline for training students 1) to perceive how language is at work orally and in writing, and 2) to become proficient in applying the resources of language in their own speaking and writing (Burton, 2006: 1 in Anwar 2010).

According to Bizzel and Herzberg in Anwar (2010), rhetoric has a number of overlapping meanings: the practice of oratory; the study of the strategies of effective oratory; the use of language, written or spoken, to inform or persuade; the study of the persuasive effects of language; the study of the relation between language and knowledge; the classification and use of tropes and figures; and, of course the use of empty promises and half-truths as a form of propaganda. This adequate information sketch to give us a perspective about rhetoric with its long history. It is less helpful to deal with many definition of rhetoric, in which have been discussed over years. and reach the main definition in once.

A rhetorical pattern refers to a technique that is used by a writer or a speaker to communicate their ideas in a particular ways. Rhetorical patterns are used by the reader or the listener to comprehend the information and analyze it to interpret what the writer or speaker is trying to express. These patterns are most commonly applied to texts, or transcription of speech, to explore the

communication through the use of various rhetorical resources as much as possible.

Most discourse can be categorized into one of three types: *narrative, informative, persuasive*. Narrative writing displays the writer's experiences, feelings, or perceptions and, as such, is writer-oriented. Informative writing, concerns on explaining the subject matter. This type of writing is used to convey knowledge, give instruction, or share ideas. The last one is persuasive writing that is focus on the reader rather than the subject. The purpose of persuasive writing is to influence, frequently with the underlying goal of effecting change. (National Assessment Governing Board in Rhetorical Organization: 2013).

Each of this type of writing has its organizational patterns. It is to provide a structure for relating details to the main idea, thus determining relationships within paragraph. It can help the reader much better to comprehend the information in the paragraph. They will know what to expect in the paragraph.

Organizational patterns for rhetoric writing (Atkinson & Longman in Rhetorical Organization: 2013) are as follows: a) *Subject development organization*-used in narrative writing, b) *Comparison/contrast*-used in informative writing, which is arrange information according to how two or more things are similar to or different from one another, c) *Cause/effect*-used in informative writing, show the different causes and effect of various conditions, and d)*Enumeration/sequence* (also called problem/solution)-used in persuasive writing, divided information into two main section, one that describes a problem and one that describes a solution.

Other patterns of development of rhetorical strategies that used by the writer to organize the paragraph are: a) *Description*, describing something based on its characteristics b) *Exemplification* (provide some typical cases or examples), arrange information according to different sub-topics within a larger topic, or the "types" represent a main section of information, c) *Classification and Division*, divides a topic into parts based on shared characteristics, d) *Definition*, explain the meaning of new word.

Writer can use the appropriate organizational patterns to develop their paragraph. Each organizational pattern varies according to content, topic and purpose. In addition, each organization pattern is specialized by its own set of 'transition or signal words'.

2.4   ORGANIZATIONAL PATTERNS

Each text has different style of language that used by the writer to propose their expression or their ideas. The organization of the text information is related to other to convey ideas or thoughts. Means that in writing, a writer organizes the idea recursively. Text structure is how information is organized in writing. Text structures, or patterns of organization, not only vary from writing to writing, but text structures may also change frequently from paragraph to paragraph within a single piece of writing. A way of thinking largely determines a mode of discourse, a speaking or writing, and ideas of writers.

 Organization pattern as part of academic writing has considered the important organization of written text. The purpose of academic writing is to

display of thought or ideas that somehow fit together to make sense. In addition, the amount of new concept, new word, and fact can be very large and complex. So, as a writers, authors or researcher can use a framework or plan that help to communicate their ideas clearly. There are several types of plans, called organizational patterns that can be identified in academic writing. The purpose is to help the author to organize his or her ideas in a way that makes sense, and help the reader to understand the material being presented.

Organizational patterns can be identified by what transition or "signal words" the author's uses. Understanding the type of pattern that academic writing is organized by can help reader to put all the facts together and comprehend what the text is talking about. These organization patterns can divided into: definition, classification, chronological order, process, order of importance, spatial order, cause and effect, comparison and contrast, listing and enumeration, statement and clarification, summary, generalization and example, and addition. (McWhorter: 2005)

Definition refers to explain the meaning of new words or phrases. The characteristics of signal words are: is, refers to, can be defined as, means, consists of, involves, is a term that, is called, is characterized by, occurs when, are those that, entails, corresponds to, is literally.

Classification means divided a topic into parts based on shared characteristics. The signal words are: classified as, comprises, is composed of, several varieties of, different stages of, different groups that, includes, one first, second, another, finally, last.

Chronological order describes the sequence in which events occur in time. The signal words used are: first, second, later, before, next, as soon as, after, when, finally, meanwhile, following, last, during, in, on, until.

Process concerns the order in which things are done or how things work. The signal words used are: first, second, next, then, following, after that, last, finally.

Order of importance describes ideas in order of priority or preference. The characteristics of signal words are: less, more, primary, next, last, most important, primarily, secondarily.

Spatial order describes physical location or position in space. The signal words used are: above, below, beside, next to, in front of, behind, inside, outside, opposite, within, nearby.

Cause and effect concerns how one or more things cause or are related to another. The signal words are: Causes: because, because of, for, since, stems from, one cause is, one reason is, leads to, causes, creates, yields, produces, due to, breeds, for this reason Effects: consequently, results in, one result is, therefore, thus, as a result, hence.

Comparison and contrast discusses similarities and/or differences among ideas, theories, concepts, objects, or persons. The signal words used are: Similarities: both, also, similarly, like, likewise, too, as well as, resembles, correspondingly, in the same way, to compare, in comparison, share Differences: unlike, differs from, in contrast, on the other hand, instead, despite, nevertheless, however, in spite of, whereas, as opposed to.

Listing and enumeration organizes lists of information: characteristics, features, parts, or categories. The characteristics of signal words are: the following, several, for example, for instance, one, another, also, too, in other words, first second, numerals (1, 2, 3…), letters (a, b, c…), most important, the largest, the least, finally.

Statement and clarification indicates that information explaining a concept or idea will follow. The signal words used are: in fact, in other words, clearly, evidently, obviously.

Summary Indicates that a condensed review of an idea or piece of writing is to follow. The signal words are: in summary, in conclusion, in brief, to summarize, to sum up, in short, on the whole.

Generalization and example provides examples that clarify a broad, general statement. The characteristics of signal words are: for example, for instance, that is, to illustrate, thus.

Addition Indicates that additional information will follow. The signal words used are: furthermore, additionally, also, besides, further, in addition, moreover, again.

2.5   PREVIOUS STUDIES

In his article, "*Cultural Thought in Intercultural Discourse,*" Robert B. Kaplan states that "logic, which is the basis of rhetoric, is evolved out of culture (Kaplan 1984, 44). He goes on to say, " In the teaching of paragraph structure to foreign students, whether in terms of reading or in terms of composition the

teacher must be himself aware of these differences, and he must make these differences overtly apparent to his students" (Kaplan 1984, 52). It means that among students they have different style of writing or thought patterns and the teacher must be aware of these dissimilarities.

The previous studies about cohesion and coherence have been conducted by Tangkiengsirisih (2010) in his article "Promoting *Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand"*. The study investigated the effect of teacher written feedback and student's revision on the use of cohesive devices in expository compositions written by Thai postgraduate students. Sixty pre-test and post-test essays were composed by the students from both the experimental group and the control/intact group. All the essays were analyzed by Halliday and Hasan's (1976) cohesion analysis model. *T*-tests were conducted to try the differences in the use of cohesive devices between the pre- and post-test essays. The result revealed a significant improvement of cohesion in writing of the experimental group, particularly referential, conjunctive and lexical cohesive ties. It can conclude that from the study that teacher written feedback played an important role in the implementation of Thai Post-graduate students' cohesion skills, and the revision process in response to the teacher feedback is a means of drawing students' attention to their writing and learn more about cohesion. Continuing his study in 2013 about "*Cohesion and Coherence In Text",* He provides a general overview in his paper of cohesion and coherence as two essential elements that facilitate textual continuity. Study of cohesion and coherence, though theoretical in nature can provide new knowledge for applied linguistics, especially in language teaching. Cohesion is a useful tool to encourage

second language learners to produce texts that are well connected and coherent. Cohesion and coherent can help student writers to avoid producing a discursive or unorganized text.

Then the study of organizational patterns have done by Rashidi (2009), in his journal *"A comparison of English and Persian Organization Patterns In The Argumentative writing of Iranian EFL Students"*. The present study compared L1 (Persian) and L2 (English) organizational patterns in the argumentative writing of Iranian EFL student-writers. The studies conclude that there was not much difference found in organizational patterns between L1 and L2 argumentative writing. The students showed their preference for the initial positioning of their main idea, deductive type organization, and to a lesser extent the presence of a summary statement for both L1 and L2 writing. The results suggest that deductive patterns may not be difficult for Iranian students to learn to employ especially in their L2 writing, and instruction can be effective in this respect.

The results also showed that the use of deductive patterns did not simply lead to higher evaluation of organization and text quality. These results imply that the choice of organizational patterns is not the only factor that contributes to quality of text organization or overall text quality. Other factors such as coherence and connection between/within paragraphs also contribute to the quality of organization, and these other features may carry more weight in evaluation than the choice of organizational patterns does.