Chapter II

REVIEW OF LITERATURE

2.1. Paragraph

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. According to John Langen and Lynn Jenkins (2000:14-37), *a paragraph is a group or specially and intentionally related sentences; a thought unit; sentences that revolve around a single idea and is a writer's attempt to develop an idea or part of an idea*. Almost every piece of writing we do, that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point, or it might describe a place, character, or process, narrate a series of events, compare or contrast two or more things, classify items into categories, or describe causes and effects.

2.1.1. Paragraph Structure

Most paragraphs in an essay have a three part structure – introduction, body, and conclusion. We can see this structure in paragraphs whether they are narrating, describing, and comparing, contrasting or analyzing information. Each part of the paragraph plays an important role in communicating our meaning to the readers.

- *Introduction:* the first section of a paragraph should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

- *Body:* follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples or other information.

- *Conclusion:* the find section; summarizes the connections between the information discussed in the body of the paragraphs and the paragraph's controlling idea.

The following paragraphs illustrate this pattern of organization. In this paragraph both the topic sentence and the concluding sentence (printed in boldface) help the reader keep the paragraph's main point in mind.

Scientist have learned to supplement the sense of sight in numerous ways. In front of the tiny pupil of the eye they put, on Mount Palomar, a great monocle 200 inches in diameter, and with it see 2000 times farther into the depths of space. Or they look through a small pair of lenses arranges as a microscope into a drop of water or blood, and magnify by as much as 2000 diameters the living creatures there, many of which are among man's most dangerous enemies. Or, if we want to see distant happenings on earth, they use some of previously wasted electromagnetic waves to carry television images which they re-create as light by whipping tiny crystals on a screen with electrons in a vacuum. Or they can bring happenings of long ago and far away as colored motion pictures, by arranging silver atoms and color-absorbing molecules to force light waves into the patterns of the original reality. Or, if we want to see the center of a steel casting or the chest of an injured child, they send the information on a beam of penetrating short-wave X rays, and then convert it back into images we can see on a screen or photograph. Thus almost every type of electromagnetic radiation yet discovered has been used to extend our sense of sight in some way.

Taken from: Harrison, George. (2011). *Faith and the Scientist.* Writing Tutorial Service. Wells Library Information Commos – Indiana University
www.indiana.edu/wts/

Regardless of the kind of information they contain, all paragraphs share certain characteristic. One of the most important of this is a topic sentence or unity.

2.1.1.1. Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explain, develop and support a central idea in some way. In other words, every paragraph must have a purpose within our work, and all the sentences must somehow advance that purpose. This means that all sentences; topic sentence, supporting ones, and concluding sentence must be more than loosely related to the sub-topic.

To achieve unity, begin with a clear topic sentence. This does not mean that it has to appear at the beginning of the paragraph, although a topic sentence usually does in academic writing. However, the important in that the main idea or purpose stated in the topic sentence, set the agenda for the rest of the paragraph. Since the topic sentence provides the unifying idea, this sentence must be clear, concise and make a point about our work.

Unity means that there is a concentration on the explanation of the purpose of writing topic idea in a paragraph. These are no irrelevant sentences of the sentences that are developed in a paragraph. As readers move into paragraph, they need to know where they are, in relation to the whole essay, and what to expect in the sentences to come. In a well-unified paragraph, there is a foundation on which to build with a topic sentence and main sentence that clearly support the controlling idea. By means of secondary sentences, a main idea maybe elaborated with specific details, illustration, or personal observation, always provided that

every secondary sentence does clearly clarify the main sentence with which is used and further, that is preserves the meaning and the purpose of the paragraph as a whole as set forth by the controlling idea.

Unity is not an abstract principle, but it rather means knowing in any particular instance, what you want to say, knowing what each book, chapter, section or paragraph is to be about and what type of facts to be conveyed in each. It also means making these matters clear to the reader. Every paragraph of any piece of writing should be a unit of thought. What help the writer to control his unity is the topic sentence which usually appears at the beginning of the paragraph. When the writer includes ideas which are not related to the topic sentence, the unity of the paragraph is destroyed. Thus, unity, to speak figuratively, abhors irrelevancy and heterogeneity (Shaffer, 1972:9; Brewister, 1994:59-60)).

2.1.1.2. Coherence

Coherence is a component of the writing skill which is a crucial part of a writing quality and virtual guarantee of writing quality. Coherence has become the subject matter of many texts linguistic. They come up with interesting interpretation regarding the concept of coherence.

The term coherence is defined in Lee (2002a) as the relationship of the ideas in a text that link together to create a meaningful discourse for the reader. This will help the reader to move easily to move from one sentence to another without feeling that there are gaps in the thought, puzzling gaps or point missing. Therefore, the interconnection of ideas in the text rather than the individual

sentences is crucial in the production of a coherence text. The writers need to be aware of transition that bridge ideas presented and ideas to be presented next.

So, the interpretation of coherence is from two divergent sources; linguistic and non linguistic. It is important to note that the writer, the text and the readers all interest in the construction of coherence (Pilus, 1996). Thus the term coherence of a text, either linguistically or not linguistically is defined, containing the following five features as proposed by Lee (2002a):

1. The text has a macrostructure that provide a sense appropriate to its communicative purposes and functions. The macrostructure is an outline of the main categories or functions of the text. For example, when the writer's purpose is to tell a story, it is common to arrange the event in a chronological order.

2. The text has an information structure that guides the reader in understanding how information is organized and how the topic of the text is developed. This involves the providing of old information before new information.

3. The text shows connectivity of the underlying content evidenced by relations between prepositions. A text is coherent if the propositions it contains are justified or exemplified with detail.

4. The text has cohesive devices to establish a relationship between sentences and paragraphs. This feature is associated with the surface of coherence which link between sentences and pants being made.

5. The text contains appropriate metadiscourse features. Metadiscourse makers in texts help reader organize, interpret and evaluate information.

Some examples of these makers are sequencers (first, second, finally) and certainly makers (certainly, no doubt) and so on.

A paragraph is said to be coherent when sentence in the paragraphs flow from one to another without discernible bumps, gaps, or shifts. Necessary to the coherence of the paragraph is order. If the reader is to be able to follow and to understand the points that are being made, he or she must be led along in orderly fashion.

Arrangement of the material according to a specific plans such as enumerative, chronological, spatial, logical, climatic, general to particular, particular to general, or some combination of two of these, repetition of key, provision of transitional expression, use of parallel construction. All are valuable aids to coherence. There are number of ways to achieve coherence, below are the description:

1. *Repeat key words or phrases*

The key to using repetition of words and phrases effectively is to keep the readers in mind. If we use to little variation, they will be bored. If you use to many terms, the readers could easily become confused. A good rule of thumb is to use no more than two separate terms of phrases per paragraph. In a short paragraph, that number is usually enough to create variety without creating confusion. For example, if a key concept in a thesis statement is that of "mythical structures in literature." Throughout the essay, a writer may use a number of synonyms, such as "myth," "mythical forms," "configuration," or "patterns" to refer to this concept. In addition, the writer might repeat these phrases and the original one, "mythical structure."

2.   Using pronouns

Another way to help achieve coherence is to use pronouns to refer to nouns in previous sentences in the paragraph, thus "sticking" the sentences together. For example, if we refer to *people* in one sentence we can "*point back*" to that noun in the next sentence by using the pronoun them. In this case, *people* is the antecedent of the pronoun *them.*

A word of caution about using pronouns: make sure it is clear what noun (antecendent) the pronoun is pointing to or we could cause confusion instead of coherence. Another thing to remember about using pronouns to create coherence is to use them judiciously. Just as a vague reference can create confusion, so can using too many pronouns in a paragraph.

3.   Using an ordering principle

One way to achieve the flow of coherence is to decide on an ordering principle for the ideas in our paragraph. This means that there is a pattern of development that creates a logical flow between sentences. For example, the first paragraph under the title "Types of Paragraphs in a Basic Essay" uses enumeration to list the different types of paragraphs. Narrative paragraphs use a chronological ordering principle and usually relate events connected by time. We will usually find narrative paragraphs using transitions of time like "then," "next," and "finally." The important point is to choose one method that fits our material, and make sure we use it consistently to link the ideas in our paragraph together.

4.   *Use transition words or phrases between sentences and between*

        paragraphs

Transitional words and phrases also help to create coherence by providing bridges between sentences within the paragraph and between paragraphs. When we use transitional words and phrases, it can be tempting to stick one or two in without thinking about the meaning, but this can result in confusion instead of flow. Thus, make sure that the link that we have created between the sentences is clear and logical one. The following paragraph shows how carefully chosen transitions (underlined) lead the reader smoothly from the introduction to the conclusion of the paragraph.

> *I do not wish to deny that the flattened, minuscule head of the large-bodied "Stegosaurus" houses little brain from our subjective, top heavy perspective, <u>but</u> I do wish to assert that we should not expect more of the beast. <u>First of all,</u> large animals have relatively smaller brain than related, small animals. The correlation with brain size with body size among kindred animals (all reptiles, all mammals, <u>for example</u>) is remarkably regular. <u>As</u> we move from small to large animals, from mice to elephant <u>or</u> small lizards to Komodo dragons, brain size increases, <u>but</u> not so fast as body size. <u>In other words,</u> body grows faster than brain, <u>and</u> large animals have low ratios of brain weight to body weight. <u>In fact,</u> brains grow only about two-thirds as fast as bodies. <u>Since</u> we have no reason to believe that large animals are consistently stupider than their small relatives, we must conclude that large animals require relatively less brain to do as well as smaller animals. <u>If</u> we do not recognize this relationship, we are likely to underestimate the mental power of very large animals, dinosaurs in particular.*

Take from: Gould, Stephen Jay. (2011). *Were Dinosaurs Dumb?.* Writing Tutorial Service, Wells Library Information Commos – Indiana University www.indiana.edu/wts/

We may use transitional expression for several reasons, some of which are listed below, along with some appropriate expressions. Using these expressions wisely will help us develop our writing style. However, overusing them can be distracting.

4.1.   To add or show sequence: again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too.

4.2.   To compare: also, in the same way, likewise, similary

4.3.   To contrast: although, and yet, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, regardless, still, though, yet.

4.4.   To give example or intensify: after all, an illustration of, even for example, for instance, indeed, in fact, it is true, of course, specifically, that is, to illustrate, truly.

4.5.   To indicate place: above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left.

4.6.   To indicate time: after a while, afterward, as long as, as soon as, at last, at length, at that time, before, earlier, formerly, immediately,in the mean time, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon, subsequently, then, thereafter, until, until now, when.

4.7.   To reperat, summarize, or conclude: all in all, altogether, in brief, in conclusion, in other words, in particular, in short, in simple terms, in summary, on the whole, that is, to put it differently, to summarize.

4.8.   To show cause and effect: accordingly, as a result, because, consequently, for this purpose, hence, otherwise, since, then, therefore, therupon, thus, to this end, with this object in mind.

2.2. Literature of Newspaper

Newspapers, affordable and provided authentic texts, have been useful resources for various profession and all ages. Newspaper cannot be replaced by any other media, though modern era is unavoidable, still it has a portion place in readers heart even though because of the latest technology the form of newspaper will no longer use paper.

Among the various types in a newspaper, the editorial is considered to be among the most prestigious forms of writing that play a vital role for the newspaper as an institution as well as the reading public (Hynds) in Pak (1997).

It is written carefully to inform and to influence the reading public of the opinion of the current events. In fact, editorial are considered highly valued texts that are carefully crafted discourses representative of the political and ideological attitudes of the newspaper and their regional and national backgrounds (Dyk) in Pak (1997).

2.2.1. The Benefit of Newspaper

The writer assumes that newspapers are affordable, and they are found in everywhere, which means that they are readily available, making it very convenient. Also, the newspapers that we know are very user-friendly, as they contain lots of information rolled up into one-bits on food, fashion, politics, national, aboard and many others. Other than that, newspapers are also generally easy to recycle after reading. Many other advantages that other mediums do not have, are its mobility. People going to work may not carry notebook computers with them all the time, and even then, they might not have broadband. Also, some mobile phones might have the function to read your news flashes, but they may be

either too expensive or too looking at them for too long a period might damage your eyes.

Newspapers might just be the best invention of their time. By definition "A newspaper is publication, usually issued daily or weekly, containing current news, editorials, feature articles, and usually advertising". However like every medium of communication, newspapers have many advantages. The writer will discuss its advantages first.

First, newspapers are cheap to purchase and one does not have to be rich to buy them. They are also available almost everywhere and have a lot of information all rolled up in one. A large number of people can be reached in a given geographic area especially when the news concerns that area.

Second, this information is from different beats of life, be it entertainment, politics, sports, crime, religion, national, etc. *Next,* the writing is captivating, so that the reader's attention is drawn right from start. This is an important factor considering the fact that people have very short attention spans, therefore newspapers give the most important news in the very first paragraph. So even if we read the first paragraph of every article we know what the entire article is about.

The last but not the least, newspapers are also very mobile, one can carry them anywhere and they are lighter than a laptop. In addition internet access is not available everywhere. That is the reason why they are more reliable than the other mediums. Load shedding and power failures also do not affect newspaper reading or production.

2.2.2. The Jakarta Post

The Jakarta Post" appeared on April 25th 1983. With the goal, that is to improve the standard of English language media in Indonesia but also in bringing together four competing media publishers into producing a quality newspaper with an Indonesia prospective.

The objective of the new publication was to present to the public a newspaper of the highest quality that would provide its readers with all the news that was not only fit to print but that would deepen their insight into the very workings of this vast archipelago, its people and its government, as member of the great family of nations.

To serve the purpose, several requirements had to be met. The paper would have to bring together some of the best Indonesian Journalist and editors in order to be able to produce a quality newspaper of international standards. The last but not least, the ownership of the newspaper should also reflect the philosophy of the nation, hence the collectively owned shares of the employee, beside the no-single-majority equity participation of its founders.

For the business side, a special team was set up within the Kompas – Gramedia group to help manage the marketing, distribution and other pertinent function of the news organization based on a yearly management contract.

2.3. Previous Study

Review of previous study is made in order to avoid replication after checking the library, the writer found some thesis which are relevant to this topic. There are two reviews of related studies in this thesis.

First, the writer takes a thesis by Nur Maulidiyah (2006) a student of faculty of teacher training and education, University Muhammadiyah of Gresik with title "An Analysis of Cohesion in Helen Topping Miller's Novel *After the Glory*". Her problems of research are how does cohesion occur in the After the Glory novel? What are the ties of cohesive devices in the After the Glory novel? What is the dominant cohesive tie in After the Glory novel? She used descriptive research design which only tries to find relationship and compare more than one variable needs hypothesis and if it just searches one variable, it does not need hypothesis. She used the descriptive content analysis because the writer uses the documentation. From her finding, it is conclude that all kinds of cohesion apply in After the Glory novel. Reference as the dominant item in After the Glory can find out the main character of the novel. Based on the theory of cohesion that reference is quite related to cohesion because reference is the specific nature of the information that is signaled to make continuity of sentences in the novel especially After the Glory. So, this novel can understood for readers. She also expect that next researchers would study about parts of discourse analysis because it is important to know what the meaning of the text is and it gives relationship among these in the text, it also gives structures and forms of language.

Second, thesis from Novika Pujiasi (2010) a student from Sumatera Utara University with the title *"The Error of Unity and Coherence in Writing English Paragraphs Made by the Sixth Semester Students of D-3 English Study Program of USU: A Case Study"*. This thesis is a study or analysis of the error exclusively to write a paragraph in English language that are made by students - students semester-6 A class of English Studies Program (D-3) in the Faculty of Letters,

University of North Sumatra (USU) . The object of study here is the writing or compositions which are done by students and looking for the number of errors in the use of unity elements the unity and coherence in one paragraph. The analysis uses the theory of Oshima and The Hague in their book entitled "The Ability to Academic Writing to Define the Terms". The terms of a good paragraph is not only in terms of sentence structure, punctuation, and such other use of grammatical forms, but also in terms of unity and coherence. This analysis uses Corder theory which not only emphasizes the collection of data but also introduction, description, and errors description. This is the basic framework of the writer in completing the study. Analysis of data has been obtained from the data collection process is done before the form of tests and questionnaires. Data were processed using the formula, the formula is arranged so as the result obtained in the form of a table - the table. From the analysis conducted, obtained using the error or the error element - the element of unity (unity) of 24.03% (37 errors) and 75.97% (117 errors). From the analysis of data processing is done in stages and the obtained results may provide clues to the author to make a conclusion. This indicates that the target language learners tend to make mistakes unknowingly because it has not fully understood the rules of the language.

At the end of the conclusion of the process of this research will yield data obtained in the form of numbers of data that writer make a conclusion and expected to be beneficial to all parties.