

CHAPTER II

THEORITICAL FRAMEWORK

A. Writing

1. Definition of Writing

Language students understand that there two abilities are used in productive skills, i.e. speaking and writing. R. L. McDonald and C. R. McDonald separate that writing is originating and creating a unique verbal assemble that is graphically recorded; while speaking is creating and originating a verbal assemble that is not graphically recorded.¹ However, in this paper, the author only presents some of them.

The primary term is permanency. In this term, oral language is temporary and must be handled progressively, whilst written language is everlasting and can be perused and reread as often as one likes. The subsequent term is manufacturing time wherein authors usually have extra time to plan, overview, and update their phrases before they are concluded, whilst speakers must plan, formulate, and convey their utterances in some moments if they need to do a conversation. The next term is a separation which clarifies that

¹ Christina. R. McDonald and Robert .L. McDonald, *Teaching Writing*, n.d.

distance between the author and the reader in both time and space, which gets rid of a whole lot of the shared context that is present between the speaker and the listener in regular face-to-face contact. The remaining is formality wherein writing tends to be more formal than speaking.

Writing is an expression of ideas, thoughts, and stories on a bit of paper. For some people, writing may be hard even in their first language. It could be increasingly hard for them to write in foreign language. Writing is the activity that needs the some process, for example, thinking, reading, writing, correcting, and revising. Those are not the simple ways in writing because people need to understand that what they write is what they want to state or express.² Writing is not only a symbol on a bit of paper, however it should be orchestrated into good sentences or paragraph by utilizing some grammatical rules.

Writing is not an easy skill, many learners suppose that writing is the hardest skill to be ached. Richards and Renandya nation that writing is the hardest skill for second language learners. The problem lies not only in producing and organizing ideas however additionally in translating these ideas into a readable text. The skills that are

² Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 2012.

associated with writing are extraordinarily complex.³ Second language authors have to pay attention to their skill of making plans and organizing on their writing as well as their skill of spelling and giving punctuation.

It is imperative to see writing as the result of an individual, but also as a social act. Writing is not only writing a sentence however it is an activity of delivering a text in a context.

Andrew P. Johnson says that writing is having ideas, organizing ideas, and speaking ideas.⁴ It means that writing is too explicit an idea that we have by arranging the idea with a good sentence.

Also, Jack C. Richards in Ken Hyland Book said “Writing is a manner of sharing personal meanings and writing guides emphasize the influence of the individual to assemble their perspective on a topic.”⁵ It needs to be an approach that writing is the activity of human to renounce the information in written text by incriminating the psyche and mental.

Based on some expert above, the writer can presume that writing is the method of human to pour a few ideas, feeling, or opinion on the

³ Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*.

⁴ Andrew P Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United States of America: Rowman and littlefield publisher, inc, 2008).

⁵ Jack C. Richards, *Ken Hyland: Second Language Writing* (New York: Cambridge University Press, n.d.).

paper that incorporates the information which has innovatively and reasonable rules in writing.

2. The Steps of Writing

Harmer states that there are four steps in writing process. They are:

a. Planning

Planning is a crucial step in the writing process. In the planning process, the author has to consider three main issues.

The authors have to consider about:

1. The purpose of writing. It is crucial to recognize the purpose of writing since this will be impacted by a good writing result. By understanding the purpose of writing, someone can determine the most suitable of the language, therefore, the result will be effective to attain the purpose.
2. The readers may be writing for. The readers will have an impact on language style, diction, paragraph structure, etc.
3. The content structure of the writing, how excellent the facts, ideas, or arguments which they have got determined to include.

b. Drafting

Drafting method getting ideas on the paper in sentences and paragraphs. In the writing process, drafting is essential for supporting

the author to write ideas and determine what has to come first, second, third, and so on, until the last.

c. Editing

In the editing process, the writer read again what they have written as a draft. Another reader's remark will assist the author to make appropriate revisions. The writer might also additionally alternate what the writer has written if they find something bad. For example, the fact is not clear, the grammar is wrong, the diction is not appropriate, etc. The writer is capable of alternate or accurate it if they find those conditions.

d. Final Versions

Final versions is the final step of writing. This might have also different from the first draft that has been made before then because there are many changes in editing processes. However, the author is prepared to ship the written text to the readers.⁶

From the explanation above, it can be concluded that there are four steps in writing. They are planning, drafting, editing, and final versions.

⁶ Jeremy Harmer, *How to Teach Writing*, 2004.

3. The Characteristic of Writing

There are some characteristics of writing. As indicated by Fred D. White, there is four feature of good writing, those are:

1. *The attraction to a goal audience.* It implies that the writer must realize the importance of her or his writing ought to be intrigued and specific t with the readers' longing.

2. *A coherent structure.* It implies that writing has an organizational plan or outline.

3. *A smooth, certain development.* It implies that the writing needs to have a detailed idea.

4. *An appropriate, well –explained style.* It implies that the words that the writer decided to need to appropriate and coherent. In this way, when the writer gives an explanation for the idea did not ambiguous sentence and be a good idea.⁷

Based on the explanation above, the writer finishes that the characteristic of writing is the attraction to a goal of the audience, a coherent structure, a smooth certain development, an appropriate and explained style.

⁷Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986),p.18

4. The Purpose of Writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves need to arguably be visible as the most important aspect in the writing”.⁸

It provides an explanation that the writers ought to take consider the purpose of their writing, so the readers will easier to understand. And the writers need to produce the type of text, especially the language that they utilized and the information that they choose.

B. Collocation

1. The Definition of Collocation

Generally, a collocation is a group of at least two or more words that arise regularly together. A collocation is made of two parts—a rotate word (additionally known as ‘node’) which is the focal word with inside the collocation and it’s collocates(s), the word or words accompanying the pivot word. So, *in fact* is a collocation made up of the two collocates *in* and *fact*, one of which is the rotate word. Common examples of collocations include *next week*, *half each*, *in the beginning*, *for {No.} years*. However, in spite of the fact that the term collocation is broadly used, there is not a usually accepted,

⁸ Penny Ur, “A Course in Language Teaching Trainee Book,” *A Course in Language Teaching Trainee Book*, 1999.

carefully applied definition that is used to differentiate collocations from different word. Specifically, there are a few researchers which checked out collocations from a teaching and learning perspective.

Collocations are a gathering of words which happen in together frequently such as take medicine or take a chance. For the last few years, collocation has pop out as a significant classification of lexical patterning. In numerous meanings of collocation, “the co-occurrence” of words presents the center ideas of collocations. Therefore, an ordinary meaning of collocation is “words which can be statistically more likely to seem collectively than random danger suggests”.⁹ (Lewis M. 2000)

The term collocation is presented by the organizer of the British contextual convention, J.R Firth. He characterizes collocation as a "reflection at the syntagmatic level and is not legitimately worried about the calculated or thought way to deal with which means of words".¹⁰ He accepts that the meaning of a word is controlled by the co-occurring words at the syntagmatic level. Halliday and Hassan additionally characterize that collocation is a union that is accomplished through the relationship of lexical things that

⁹ Michael Lewis, *Teaching Collocation: Further Developments in the Lexical Approach*, *TESOL Quarterly* (Thomson Heile Language Teaching Publications ELT, 2000).

¹⁰ Dlnya Muhammad Ahmad, “*Adverb-Adjective Collocation in English*” (Koya University, 2011).

consistently co-occur".¹¹ It implies that collocation is a consequence of from the event of lexical things that are in the same way and other ordinarily related with each other, because they will, in general, happen in comparative condition.

Benson and Ilson, express that collocations are "fixed phrases" put away in mind. They stress that "Collocation are two categories. First the grammatical collocation and the second is lexical collocation. The grammatical collocation is the word combination which is dominant in the noun, adjective, verb and preposition, and the lexical collocation is the word combination which is dominant in the noun, verb, adjective, and adverb."¹² There are numerous non-informal expressions and developments which are fixed and recognizable in languages.

Newmark referenced that collocations are 'the nerves, more inconspicuous and different and explicit in signifying meaning, and lexis is the flesh. He stresses that collocation is the most significant logical element that influences interpretation which comprises of

¹¹ M. A. K. Halliday and Ruqaiya Hasan, "8. Cohesion in English by Michael Alexander Kirkwood Halliday and Ruqaiya Hasan 1976," (1976): 284.

¹² Morton Benson, Evelyn Benson, and Robert F. Ilson, "The BBI Combinatory Dictionary of English," *The BBI Combinatory Dictionary of English*, 1986.

lexical things that enter for the most part into high-frequency syntactic structures.

Baker also characterizes that collocations are genuinely flexible patterns of language that permit several variations in form.¹³ Although the meaning of a word frequently relies upon what other words it happens with, we can even now say that the word has an individual meaning that can be followed through it in the same word, however, do not frame another word. Along this line, collocation is a compound word whose meaning can be followed through it word for word, but do not form a new word.

Hill comprehends collocations as multi-word combinations.¹⁴ Moreover, Shimohata et al. order collocations in two kinds, one being “a continuous collocation which comprises of a succession of words, the other is an intruder on collocation which comprises of words containing one or a few holes filled in by substitutable words or phrases which have a place with a similar category”.¹⁵

¹³ Mona Baker, *In Other Words A Coursebook on Translation* Mona Baker (1992) (New York: Routledge, 1992).

¹⁴ J. Hill, Revising priorities: From grammatical failure to collocational success. In: M. Lewis (Ed. 2000), *Teaching collocation: Further developments in the lexical approach*(pp. 47–69). Hove: Language Teaching Publications, p. 47-69.

¹⁵ N. Junji S. Sayori, S. Toshiyuki, “*Retrieving Collocations by Co-Occurrences and Word Order Constraints*. In: *Proceedings of the Eighth Conference on European Chapter of the Association for Computational Linguistics*. Association for Computational Linguistics” (1997): 476–481.

Based on some definitions by some experts above, the author finishes up that collocation is two or more words which have specific relation regularly occur together and those are utilized in some certain contexts to clarify something

2. Types of Collocation

Benson and Ilson characterize collocation into two types:

- a. Grammatical Collocation: This type of collocations was a phrase that consists from a dominant word (noun, adjective and verb also peposition) or two word verbs.

Types of patterns of grammatical collocation in English:

1) Noun + Preposition Collocation

Example:

Noun	Preposition	Collocation	Meaning
Claim	On	Claim on	Tuntunan Terhadap
Fall	In	Fall in	Jatuh
Talent	For	Talent for	Bakat Dalam

2) Preposition and Noun Collocation

Example:

Preposition	Noun	Collocation	Meaning
In Front of	Class	In front of class	Didepan Kelas
Behind	Scene	Behind the Scene	Dibelakang Layar

3) Adjective + Proposition

Example:

Adjective	Preposition	Collocation	Meaning
Angry	With	Angry with	Marah Kepada
Proud	Of	Proud of	Bangga kepada

4) Verb + Preposition

Example:

Verb	Preposition	Collocation	Meaning
Dream	Of	Dream of	Mencita citakan
Depend	On	Depend on	Bergantung pada

b. Lexical collocations: This type of collocations do not contain grammatical components, but are combinations of nouns, adjectives,

verbs, adverbs. There are several different types of lexical collocations made from combination of verbs, noun, adjectives, etc.

Some of the most common types are:

- 1) Adverb + Adjective: (completely satisfied)
- 2) Adjective + Noun: (excruciating pain)
- 3) Noun + Noun: (a surge of anger)
- 4) Noun + Verb: (lions roar)
- 5) Verb + Noun: (commit suicide)
- 6) Verb + Adverb: (wave frantically)¹⁶

C. Essay

1. The Definition of Essay

An essay is a chunk of writing numerous paragraphs long. It is around one theme, simply as a paragraph is. However, because the topic of an essay is simply too complicated to discuss in one paragraph, you need to divide it into numerous paragraphs, one for every major point. At that point you have to integrate the passages by including an introduction and a conclusion.

In the other hand, Essay-writing is, then, crucial in both instances: exams and continual assessment. In most subjects, a skill for essay-writing is important to obtain the high grades. Candidates who fall in

¹⁶ Benson, Benson, and Ilson, "BBI Comb. Dict. English."

this aspect of their paintings will harm their probabilities of achieving the higher grades. It is as important as that, now no longer optional extra you can add onto your knowledge of a subject. Essay-writing ability is an important component of being a successful student in any levels.¹⁷ It means, the skill of writing essays is an important device in case you are to reap the kind of grade you want in the courses you are studying.

Oshima and Hogue state that writing an essay is no more difficult than writing a paragraph beside that an essay is longer than a paragraph. The standards of association are the equal for both, so if you can write a good paragraph, you can write a good essay.¹⁸

Moreover, an essay is a piece of writing that examines a topic in extra intensity than a paragraph. A short essay may also four or five paragraphs, totaling three hundred to six hundred words. A lengthy essay is six paragraphs or more, depending on what the essay desires to accomplish — persuading someone to do something, using research to make a point, or explaining a complicated concept.¹⁹

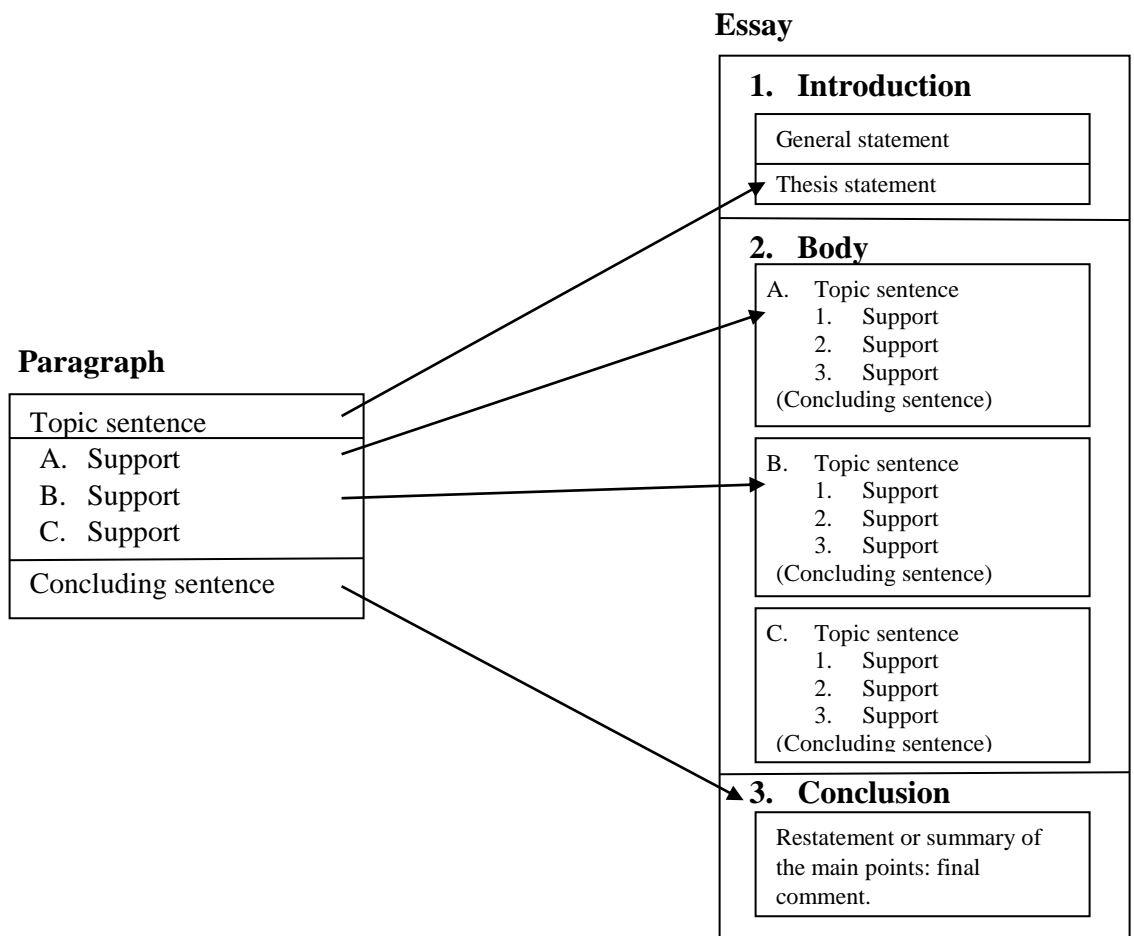
¹⁷ Shiach Don, *How to Write Essay*, SpringerReference, 2009.

¹⁸ Oshima and Hogue, *Introduction to Academic Writing*.

¹⁹ susan anker, *Real Writing with Readings_ Paragraphs and Essays for College, Work, and Everyday Life, 5th Edition, Journal of Chemical Information and Modeling*, vol. 53, 2013.

In addition, Oshima and Hogue assert in their book that an essay has three main elements: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph).²⁰ The following chart suggests you how the parts of a paragraph correspond to the parts of an essay.

Picture 1.1 Three Part of Essay(Oshima & Hogue, 2006)



²⁰ Oshima and Hogue, *Introduction to Academic Writing* (2006).P. 57

1. The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions: (1) It draws the reader's interest, and (2) it introduces the subject of the essay.

There are numerous varieties of introductory paragraphs. You may learn to write down a type referred known as a "funnel" introduction. A funnel introduction has two parts: some general statements and one thesis statement. The general statements deliver the reader background information about the topic of the essay. They ought to lead your reader progressively from a general idea of your topic to a specific idea. The first general statement in a funnel introduction just introduces the topic. The thesis statement is generally the remaining sentence in an introductory paragraph. It has three purposes:

1. It states the specific topic of the essay.
2. It might also additionally list the subtopics of the main topic.
3. It may point out the method of organization.

2. The Body Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and numerous supporting

sentences. It may or may not have a concluding sentence. Each body paragraph helps the thesis statement.

The body paragraphs in an essay resemble the supporting sentences in a paragraph. They are the spot to build up your topic and prove your focuses. You ought to organize body paragraphs according to some sort of example, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you should utilize a combination of patterns.

3. The Concluding Paragraph

The conclusion is the final paragraph in an essay. It has three purposes.

1. It signals the end of the essay begin your conclusion with a transition signal.
2. It remains your reader of your main points, which you can do in one of two ways:
 - summarize your subtopics.
 - paraphrase your thesis.
4. It leaves your reader with your last considerations on the topic.

This is your opportunity to pass on a solid, effective message that your reader will keep in mind.

2. The Summery of Essay Structure

Don Siach states in his book (How to Write Essay (2009), that the summery of essay structure are:

The opening, typically consisting of one paragraph for an average-length essay, must familiarize yourself with the set topic immediately. Your intention at this stage must be to alert the reader to the approach you will take in the remainder (or the body) of the essay. Your ultimate goal on this opening paragraph is to reassure your reader that you are going to reply the topic that has been set, that your approach goes to be specific and structured and to get the essay off to applicable and brisk start.

The body of the essay is in which you carry out what you have got said, you would do in the opening paragraph. You need to put the connected paragraphs, every of which must deal with one key point. Express that key point in a key sentence, normally the first sentence of the paragraph. Use linking words and phrases to offer an experience of continuity and improvement to your essay. The body of the essay is the section where the close detail of the essay is found.

The concluding paragraph must spherical off your essay, conclusion if you have been requested to do so, but honestly summarizing the content of your essay and leaving your assessor with the impact that you have rounded it off succinctly and neatly.²¹

²¹ Don, *How to Write Essay*.