

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, this researcher would like to discuss of the nature of writing, the paragraph the nature of mind mapping, descriptive text, Scoring Method, An Experiment Study, Control, Manipulation, Observation And Measurement, T-test.

A. The Nature of Writing

1. The Definition of Writing

There are four skills of English and one of them is writing. Besides speaking skill, writing itself is also a productive English skill. Productive skill means to construct a succession of sentences organized in a precise order and connected together in accurate ways. Ken Hyland states that “the succession may be very short, consisting of two or three or more sentences set in order and connected together forming a logical whole called as text.” Suswanto maintains that writing skill as the productive skill holds very important role in society. This is according to him because it is basically needed in the activities of both formal and informal. Concerning these stances, he then strongly claims that it is obvious that a larger number of students get low proficiency in writing skill.¹

According to Michael Harris the process that occurs over a period of time, specifically if we take into account, there sometimes extended periods of thinking that precede creating an initial draft is called writing. Since writing is believed as a critical skill, furthermore asserts that it is primary to learning, to personal

¹Ken, hyland., *Second Language Writining*. USA: Cambridge University Press. 2003. p.124.

advance, and to success in the education system. Taking these two points into consideration, English teachers should struggle constantly to discover the most excellent way to assist students acquire accomplishment as writers.

With regards to the last stance, Ken Hyland claims that “writing is a process” even it is claimed a process which is complex with several actions going on in which process is defined as “a connected set of human actions or operations that are performed intentionally in order to reach a particular result or as part of an official system or established method of doing something” Hornby identifies that “writing is an act of communication that requires an interaction process which takes place between the writer and reader via the text”. In other words, writing is an activity that requires communicative or interactive process between writer and the reader.

According to Ken Hyland that writing is “the representative of language in a textual medium through the use of a set of signs or symbols and he explains more specifically that writing refers to writing as a noun is the thing that is written and writing as a verb that means the activity of writing.” Besides this, writing also refers to the creation of meaning and the information thereby generate.²

²Ken, hyland., Second Language Writining. USA: Cambridge University Press. 2003. p. 323.

2) The Types of Writing

An article states that writing can be divided into four main categories; they are description, exposition, argumentation and narration. It will explain in the following ways.³

- a. Exposition is a writing form in which it includes most of people, read and write magazine or article and so forth.
- b. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
- c. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, same or the like.
- d. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

3) Writing Process

Writing is never a one-step action. Writing as one productive skill needs process. Writing process gives any benefit. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. There are four steps of writing process:

a. Planning

This process refers to pre-writing process and the point at which we discover and explore our initial ideas about a subject. Pre-writing is the thinking,

³ Rahmadi Nirwanto, An Enrichment Material for Writing IV Especially Prepared for the Students of the English Department of the State College of Islamic Studies (STAIN) of Palangka Raya, p. 9.

talking, reading and writing you do about the topic before we write a first draft. Pre-writing is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic".⁴The teacher needs to stimulate students creativity, to get them thinking how to approach a writing topic. There are several activities we can generating a lot of ideas about our topic. The most important part of prewriting is to generate as many ideas as possible. These prewriting activities include listing, brainstorming, free writing, clustering.⁵

1) Listing

Listing is a pre-writing technique in which you write the topic at the top of a piece of paper and then quickly make a list of words or phrases that come into your mind.⁶

2) Brainstorming

Another way to get ideas down on paper quickly is through brainstorming. Brainstorming is one way to capture thoughts.⁷Brainstorming starts with a significant word or phrase, and tries to record everything that comes to you mind. If you reach a point where you can no longer come up with any new ideas, ask a friend to help you brainstorm some fresh topics. Jerry also states that brainstorming is one popular activity of prewriting in which a topic is introduction

⁴Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 2007, p. 16.

⁵Regina L. Smalley, *Refising Comisition Skill Rhetoric and Grammar*, p. 3.

⁶*Ibid.*, 16.

⁷Keren Blancherd and Cristine Root, *Ready to Work*, New York: pearson Education. Inc, 2003, p. 4.

by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a students or two) write the ideas on the board.⁸

3) Free Writing

In free writing you write non-stop about a subject for a certain amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.⁹Also, Spelling or punctuation, mistakes, and finding exact words do not matter. You can even write incomplete sentences phrases. The main goal of free writing is to keep your pencil moving across your papers. Brown also states that free writing is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.¹⁰

4) Clustering

Clustering is a way or gets ideas for writing. Clustering, diagramming (mapping) is helpful for people who think in a visual way. You can put your idea in a circle or block and branch of examples or other ideas pertaining to it. As you think of related ideas, your write is this idea in smaller circle or bock around the first circle. The related idea in each small circle may produce even more ideas and therefore more circle around it. Regina also states that clustering is making a visual map or you ideas.¹¹

⁸ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*. Ann Arbor: University of Michigan Press, 2006, p. 226.

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 2007, p. 34.

¹⁰ H Douglas Brown, *Teaching by principles: Ar Interactive Approach to Language Pedagogy*, New York: Longman, 2005, p. 50.

¹¹ *Ibid.*, p,51.

5) Drafting

Drafting is the actual writing of the paragraph. Write your rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all; this is just a rough draft. Then this process needs an editing for checking the text and fixing errors.

6) Strategy

Strategy questioning lets the writers consider the topic through a series of questions. Here, the writers answer a set of questions designed to guide the writing, such as “what do you want to write about? What is your goal? What do you need to find out? “here, writers are given chances to consider what they know and need to learn about the writing topic.

Jarum et al. in Christenson et al. states that free writing is perfect strategy for getting started in the most literal sense.¹² Here, a writer can write freely whatever comes to his mind.

The stage is whilst writing, which includes drafting and revising. After having generated idea, a writer needs to write the first draft. Jarum et al. in McCrimmon states that drafting is a series of strategies designed to organize and develop a sustained piece of writing.¹³

¹² *Ibid.*, p. 16.

¹³ Jarum and Sabarun, *Laporan Dosen Muda Improving Students' Writing Ability Through Cooperative Learning Strategy at the English Department of University Malang*, Universitas Muhammadiyah Malang, 2007, p. 18.

b. Revising and Editing

This stage is called revising and editing. Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization. Then, editing is last process of writing process. In editing, the writer focuses on the smaller issue of grammar, punctuation, and mechanics.

B. Paragraph

1. Definition of paragraph

According to siahaan that a paragraph is a piece of writing text. It contains several sentences. As a text, a paragraph contains several sentences which can be classified into three parts:¹⁴

- a. A paragraph is called the beginning. Commonly it only has one sentence. It only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence.
- b. A paragraph is called the body. It contains several supporting sentences. Each of the sentences elaborates the topic sentence. Writers usually classify them into some types according to their function.
 - 1) The major supporting sentence. Each of them is about each main point of the divisions of the topic sentence. A good paragraph must have several major.
 - 2) The minor supporting sentence. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting sentence they elaborate.

¹⁴Sanggam Siahaan, *The English Paragraph*, Graha ilmu: Pemantang Siantar, 2007, p. 5.

- c. The ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph.¹⁵ Ending is closes the paragraph or the ending always at the paragraph. It can be defined then that a paragraph is pies of writing which contains a topic sentence, some supporting sentences and a concluding sentence.

There are several definitions of paragraph stated by different experts. Paragraph is usually a series of sentences that develops on topic. Paragraph is a basic unit of organization writing in which a group of relate sentences develop one main idea.¹⁶ In a paragraph, the sentences should be related to one another and it discuss of the topic or main idea of the paragraph. All of the sentences in a paragraph are related because each sentence adds something about the same idea. The length of paragraph varies and depends on the complexity or simplicity of idea that is discussed in the paragraph. A complex idea may a long discussion, this longer paragraph. Paragraph should be long enough to develop the main idea or topic clearly.¹⁷

2. The Elements of Paragraph

Paragraph are the foundation of writing, students need to write paragraph in order to equip them paper, journal, reports and so forth. If students some paragraph can stand alone and some are parts of larger piece of writing such as an essay. According to Furaidah that paragraph is a group of related sentences which

¹⁵ *Ibid.*, p. 5.

¹⁶ Furaidah, *Advanced Writing*, pusat oenerbitan: University Terbuka, 2002, p. 2.

¹⁷ *Ibid.*, p. 2.

develops one main idea or one main topic. Paragraph has five major elements.

They are:¹⁸

a. **The topic Sentence**

It states the main idea of paragraph. The writer's main ideas, opinion or feeling about the topic. It is the key sentence because it names the subject and the controlling ideas. The topic sentence must be vivid, stimulating and exciting to capture the reader's mind. The topic sentence could come at the end of the paragraph or somewhere in the middle, but usually in the first sentence. The topic of paragraph is usually introduced in a sentence; this sentence is called the topic sentence. However, the topic sentence can do more than introduce the subject of paragraph. A good topic sentence also serves to state an idea or an attitude about the topic.¹⁹

According to Robert A. Butler that quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:²⁰

- 1) A topic sentence is; it contains a subject, a verb, and (usually) a complement.
- 2) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.

¹⁸Ruth Culham, *The Discussion of the Elements of Writing in this and the following section is based on the writing model describe in 6+1 Trains of Writing*, New York: Scholastic Professional Books, 2003, p. 11.

¹⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Graha ilmu: Pemantang Siantar, 2008, p. 3.

²⁰ Rahmadi Nirwanto, *An Enrichment Material for Writing IV Especially Prepared for the Students of the English Departement of the State College of Islamic Studies (STAIN) of Palangka Raya*, p. 6.

3) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

b. The Support

The support sentences they develop the topic sentences by giving specific detail about the topic such as reasons, examples, facts, statistics and quotations. According to Furaidah that after you formulated a topic sentence a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph.

c. Unity

Unity is an important element of a good paragraph. Every good paragraph has unity, which means that in each paragraph, only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph.²¹ The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence.

d. Coherence

Another important component of paragraph is coherency. The verb cohere means "hold together." In order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. Each sentence, they are: using repetition of key nouns, using pronouns which refer back to key nouns, using transiting signals to show how one idea is related to the next, and using logical order.²²

²¹Alice Oshima and Ann Hogue, *Writing Academic English*, USA: Addison-Wesley Publishing Company, 2007, p. 29.

²²*Ibid.*, p. 39.

Furidah said coherence is achieved by arranging sentence in logical order and providing signal that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devised: repetition of keywords, transition signal, and sentence combining.²³

C. Mind Mapping

1. Definition of Mind Mapping

Steven defines mind mapping shortly but clear that it is the representations of thought in graphical forms. A bit differently and more completely, according to Garret that it is not just the graphical representation of thoughts, but it is also as a visual diagram equipped with lines and bubbles representing ideas and relationships between them. The core idea is located in the middle from which the related topics branching out from it. From this, the ideas are then broken down and extended.²⁴

Besides the above points, mind maps also provide the writers and readers with the ability to link information in different ways, both within the mind map and through hyperlinks and attachments. This means that they are enabled us to link information to topics to fill in the details. This is because everything within the mind map connects to each other.

Considering the notions above, mind map is a note-taking technique that develops visual learning style. Mind map matches and develops the brain work potency within oneself, by employing the two brain sides will facilitate someone

²³ Furaidah, *Advanced Writing*, pusat oenerbitan: University Terbuka, 2002, p. 114.

²⁴ Douglas H. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. Addison Wesley Longman: Inc. 2001. p., 232.

to set and remember all forms of information, written and verbally. Since the mind map may be in the combination of colors and consists of symbols, forms and so on, it facilitates the students' thought to achieve the information accepted by their map of thought in which the mind map made by students may be varied every day.

The situation acquired by the students when they are in their classroom at the moment of learning process will affect the creation of map of thought. The teachers' task in a learning process is creating the situation that can support the students' learning condition in the process of making a mind map in particular. The mind making is a visual aid through or graphic organizer of the relationship between certain concepts. Supporting the last point, Mardiningsih points out that mind mapping is a strategy that can assist students to see and understand the relationship between certain concepts that they have mastered.²⁵

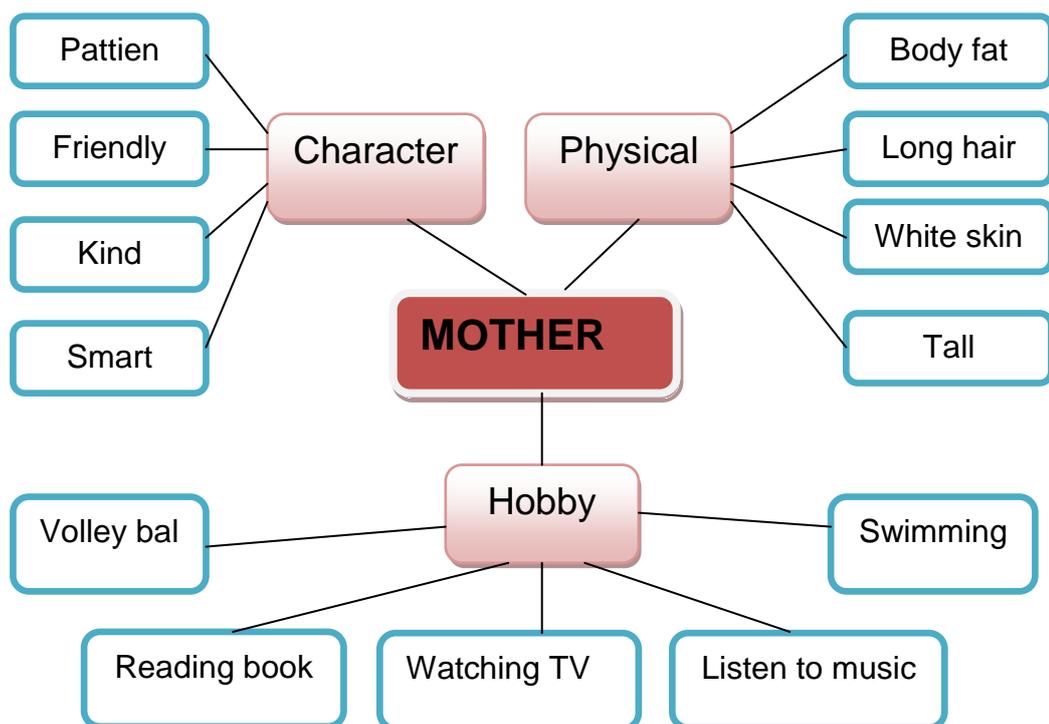
2. Making Mind Mapping

Mind mapping has to be made through certain procedure as follows: First of all, provide a blank paper which is set in a landscape position. Secondly, put a topic in the center of the paper with horizontal position. It is suggested to use pictures, symbols or codes in mind mapping is being made. The visualization of the left brain work which is rational, numeric, and verbal is synergized with the right brain work which is imaginative, emotional, creative and artful. By synergizing the potency of the left and the right brain, the students are able to learn and master their learning materials.

²⁵ Mardiningsih. *Tingkat keterbacaan dalam area isi buku teks bahasa Indonesia SD kelas V*. 1999. p. 238.

Next, students use key words as the association toward an idea at every branch of thought like single word, not a sentence. Every lines of the branch mutually relate up to the center of picture and the lines formed should not be straight for not boring. The branching lines had better made thinner and thinner when they are drawn away from the main picture to symbolize the hierarchy or level of interest of every line. This description can be pictured out not only as listed below but can, creatively, was made by the students.

Picture 1. The Model of Mind Mapping



3. Reasons for Using Mind Mapping

Interestingly Steven believes that the reasons to use of mind maps are: a). It can give thought structure, b) Understand complexity as it can track how one concept relates to another and we can also see how many elements each main

concept has, c) We can track information, d) It enhances recall since the mind works by connecting ideas to one another.²⁶

Garret also assumes that the use of mind map is considered essential. Even, Garret strongly argues that note-taking is not more effective than using mind maps. Therefore, Garret addresses the following reasons for using mind maps, they are: a). Mind maps can be created fast and does not waste lots of effort, b). Represent only some key ideas, c). We can use words or draw symbols and diagrams to illustrate ideas, d). We are able to read back a mind map at a glance, jumping right to the part we need.²⁷

Tony Buzan in Sheira Ayu Indrayani, there are some advantages:²⁸

- a) Mind map helps the students to speed up their think rapidity.
- b) Mind map takes the students to develop new ideas quickly.
- c) Mind map gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fastly and efficiently when they want to work with others.
- d) Mind map facilitates the students to understand a complicated system or structure because mind map delivers the students to be focused on the ideas.

²⁶Garret, C, *Using Mind Maps for creativity, note-taking and productivity* URL: 2007. P. 30.

²⁷Garret, C. *Using Mind Maps for creativity, note-taking and productivity*. URL: 2007. P. 33.

²⁸ Sheira Ayu Indrayani, *the effectiveness of using mind mapping in improving students' reading comprehension of narrative text*, Unpubished Thesis, Jakarta: syarif hidayatullah state islamic university, 2014, p.19

Disadvantages

Mind mapping can have its drawbacks. It's not easy to change ways of doing things, and changing from the linear system that students have been taught to a circular system. Use since childhood to a very different way of writing down notes requires a great effort that a lot of people are not ready to make.

In addition, when you approach a new subject, you may not have a clear enough grasp of it to be able to organize your thoughts about it from the start. To make a good mind map, you need to choose your main subject and the subsidiary ideas around it, and the appropriate keywords. If you're not ready to do that, then linear note-taking might be more appropriate. There's no reason you can't transform them to a mind map later on.²⁹

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing. While Broadman and Jia states that descriptive text is a kind of text that is used to describe what something looks like.³⁰ Another definition about descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing.³¹ From the definitions above, the writer concludes that descriptive text is a text which aims to

²⁹ <http://iqmindbrainlibrary.com/aboutthinking/advantages-and-disadvantages-of-mind-maps/access> on December 1 2014

³⁰ Furaidah, *Advanced Writing*, pusat oenerbitan: University Terbuka, 2002, p. 80.

³¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gerd Stable Podcan Education Enterpress, 1994, p. 43.

describe particular things, such as people, place, even unit of days, times of day, or season.

2. Generic Structure

The generic structure of descriptive text is shown in the following table:³²

Table 2.1

Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

3. Grammatical Features

In descriptive text, use:³³

- a. Specific Nouns, e.g. my car, my new house etc.
- b. Simple Present tense, e.g. I live in a simple house; the house is very beautiful; it has a wonderful park.
- c. Detailed Noun Phrase to give information about subject. E.g. I have white skinned girl friend, etc.
- d. Some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs, etc.
- e. Relating verbs to give information about subject, e.g. My mum is really cool: it has very thick fur, etc.

³²Enny Hammound,, *English for Social Purposes (A Hanbook for Teachers of Adult Literacy)*, Sydney: Maquarie University, 1992, p. 78.

³³Alexander Mongot Jaya, *English Revolution*, Jepara: Mawwaas Press, 2008, p. 14.

- f. Thinking verb or feeling verb to express personal writer view about subject, e.g. police believed the suspect is armed; I think it is a clever animal, etc.
- g. Action verb, e.g. our new pappy bites our shoes; my cat eats mouse, etc.
- h. Adverbials to give addition information about its behavior, e.g. fast, at tree house, etc.

E. Teaching Writing Descriptive Text Use Mind Mapping

To implement mind mapping in teaching writing at the 10th graders of SMAN-3 Palangka Raya they are pedagogical activities to be done. They are Pre-Writing, Whilst Writing and post Writing.

In Pre-Writing activity, the class activity is focused on stimulating the students background knowledge by showing mind mapping technique, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the class activity is focused on guiding and assigning the students to identity the mind mapping, to obtain the writing of task. They found out their idea and pour I in their writing. Then they develop the idea to be a good writing.

In post-Writing activity, class activity is focused on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.

F. Scoring Method

To assess the students writing product, there are three methods of scoring for judging the students writing. Those are holistic, primary trait, and analytic

scoring. The researcher uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by Bahram. The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).³⁴

Table 2.2

The Scoring Rubric for The Measurement of Writing Test.³⁵

Components	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledge substantive thorough development of thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis most relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject. Non substantive. Not pertinent. Or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out limited support. Logical but incomplete sequencing

³⁴ Djiwandono, *Tes Bahasa pegangan Bagi Pelajar Bahasa*, Malang : PT. Indeks, 2008, p. 62.

³⁵ Sara Cusing Weigl, *assessing Writing*, US Cambridge University Press, 2001, p. 116

	13-10	Fair to Poor	Limited range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	9-7	Very Poor	Does not communicative, no organized, main ideas are enough material to evaluate.
Vocabulary	18-20	Excellent to very good	Does not communicative, no organized, main ideas are enough material to evaluate.
	17-14	Good to average	Adequate range. Occasional of word/idiom for, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very Poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Grammar	20-18	Excellent to very good	Effective complex construction few errors of agreement, tense, number word order / punctuation, article preposition.
	17-14	Good to average	Effective but simple construction. Minor problem in complex construction. Several error of agreement, tense, number word order / punctuation, article preposition, article pronoun, preposition, but meaning seldom of obscured.
	13-10	Fair To Poor	Major problem in simple / complex construction. Frequency error negotiation, agreement, tense, number word order / punctuation, article preposition, article pronoun, preposition, and / or fragments, run-ons, deletion. Meaning confuse or obscured
	9-7	Very Poor	Virtually no mastery of sentence construction rules. Dominate by error. Does not communicate. Or not enough to evaluate.
Spelling	5	Excellent to very good	Demonstrates mastery of completion few errors of spelling

			punctuation paragraphing. capitalize
	4	Good to average	Occasional errors of spelling punctuation paragraphing but meaning not obscured. capitalize
	3	Fair to poor	Frequent errors spelling punctuation paragraphing but meaning not obscured. Few hen writing meaning processed or obscured capitalize
	2	Very Poor	No mastery of convention dominate by errors of spelling punctuation paragraphing.hen writing illegible. Or not enough to evaluate capitalize

1. Control

Control of variables is the essence of the experimental method. When a study is completed. Researchers want to attribute the outcome to the experimental treatment. To do this, they must eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effects of an independent variable or to make inferences about causality.³⁶

2. Manipulation

The manipulation of an independent variable is a deliberate operation performed by the experimenter. In educational research and other behavioral sciences, the manipulation of an independent variable involves setting up different *treatment* conditions. Treatment is another word for the experimental manipulation of the independent variable. The different treatment conditions

³⁶*Ibid*, p. 267.

administered to the subjects in the experiment are the levels of the independent variable.³⁷

3. Observation and Measurement

The researcher observes to determine if the hypothesized change has occurred. Some changes can be observed directly, whereas other changes are measured indirectly. Learning, for example, is often the dependent variable in educational research. Researchers cannot measure learning directly. They can only estimate learning through scores on an achievement test or other measures chosen according to the operational definition.³⁸

³⁷ Donal Ary, Lucy Cheser Jacobs, Chir Sorensen, Asghar Razavieh, *Introduction to Research in Education, (Eighth Edition)*, United States: Wadsworth Cengage Learning, Learning , 2010, p. 268.

³⁸ *Ibid*, p. 269.