

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers the related studies, writing skill, comparison and contrast essay, and ICT-based graphic organizer.

A. Related Studies

Some researches on graphic organizer in the area of English teaching and learning for higher education have been conducted. This part presents four studies which focus on ICT based graphic organizer in writing class.

First, Sharrock found that the students using the graphic organizer showed an improvement in their creative writing.¹ Second, Tayib found that the graphic organizer model had significantly improved the students' writing ability and had positively impacted their attitudes towards this skill. These results suggest that graphic organizer can be an effective support in teaching writing of learners of English as a foreign language.²

Third, Delrose investigated the use of graphic organizer for writing. She concluded that graphic organizer could be an effective tool used in the writing

¹ Tracey Sharrock. 2008. The Effect of Graphic organizer on Students' Writing. Action Research about Graphic organizer and Students' Writing. Unpublished the Georgia Department of Education. Page 3

² Abdul-Majeed Tayib. 2015. The Effect of Using Graphic organizer on writing (A Case Study of Preparatory College Students at Umm-Al-Qura University). *International Journal of English Language Teaching*. Vol.3, No.1, Pp.11-31, March 2015. Published By European Centre For Research Training And Development Uk (Www.Eajournals.Org). Page 11

process to generate sentences and narratives containing more complex structure of syntax and discourse.³

Fourth, Marjori conducted a research on the effectiveness of using technology and graphic organizers to teach the pre-writing process. He found that technology and graphic organizers give facilitative effect to teach the pre-writing process. The pre-writing process is the most important stage of writing; stage students with learning disabilities struggle with the most, and routinely spend the least amount of time on.⁴ Fifth, Irawati et.al. found that the strengths of using sandwich graphic organizer were: (a) students were active in process of teaching and learning, (b) sandwich graphic organizer helped students in making outlining, (c) by using sandwich graphic organizer can support students to read many articles. In contrast, the weaknesses of using Sandwich Graphic Organizer were; (a) need much time, (b) some students difficult to fill sandwich pattern.⁵

Sixth, Herdi, et.al., found that graphic organizer strategy had brought a lot of improvement toward the students' writing skill at second year students of English Education Department, Faculty of Education and Teachers Training Lancang Kuning University. The improvement was in terms of content, organization, vocabulary, grammar, and mechanics. In addition, there are positive responses from the students when graphic organizer strategy is implemented. Graphic

³ Laura Nicole Delrose. 2011. Investigating The Use Of Graphic organizer For Writing. Unpublished Thesis: *Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College*. B.A., University of California Santa Barbara.

⁴ Brown, Marjori (2011) *Effects of Graphic Organizers on Student Achievement in the Writing Process*. <http://eric.ed.gov/?id=ED527571>. Accessed on 04 April 2016.

⁵ Irawati, L. Lestari, and Wahyuni. *Implementasi sandwich graphic organizer untuk meningkatkan kemampuan menulis esei mahasiswa semester III*. Published date: 24 Oct 2015. *Jurnal Penelitian LPPM (Lembaga Penelitian dan Pengabdian kepada Masyarakat) IKIP PGR IMADIUN Vol 2, No 1 (2014)*

organizer strategy can improve the students' interest, self-confidence, self-motivation, and optimism which are categorized into personal competence. Students' interest to the writing increases when they are guided to write the topic by using graphic organizer strategy through the writing process. The students feel happy and easy to understand to write the topic by implementing the graphic organizer strategy. In addition, the students have self – confidence to increase their writing skill. Self-confidence is a strong sense of one's self-worth and capabilities.⁶

Those studies above investigated the ICT based Graphic Organizers in improving creative writing (Sharrlock's); the students' writing ability and their attitudes towards this skill (Tayib's); the use of graphic organizer for writing (Delrose's); the effectiveness of using technology and graphic organizers to teach the pre-writing process (Marjori's); the strengths of using sandwich graphic organizer (Irawati's); and graphic organizer strategy and the improvement toward the students' writing skill (Herdi's).

The present study is different from the above studies. The present study supports the above studies from different level of education and different area of studies. The study focuses on the effects of ICT based graphic organizer in writing comparison and contrast essay and the area of contribution. The study also uses counterbalance procedure.

⁶Herdi, Anas Yasin, Hermawati Syarif (2014). *Improving Students' Writing Skill by Using Graphic Organizer at The Second Year Students English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru*. Journal English Language Teaching (ELT) Volume 2 Nomor 2, Juli 2014.

B. Writing Skill

In writing skill, the literature focus on nature of writing, kind of writing, the problems of EFL Teachers in the Teaching of Writing, the process of writing, writing assessment, teaching EFL writing, and Approaches in Teaching Writing.

1. Nature of Writing

Naturally, language learners were acquired a language starting from the listening activity. Afterward, they come to the speaking activity. Gradually, they moved to the reading activity, and finally to the writing activity. When language learners write, they engaged in an activity, which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary. However, it is also public in that most writing intended for an audience. When language learners write, they usually had someone in mind that will read what they wrote. They wrote notes, diary, memos, reports, and letters to others. Here, they also have a purpose to write.

In addition, when language learners started to write, they use graphic symbols to express ideas. Graphic symbols can be letters or combination of letters. They also go through a process of creating and recreating a piece of writing until they are able to express ideas clearly. In this sense, writing is a process of arranging the graphic symbols according to certain convention or requirement to form words and then words will be produced into a sentence. To prepare to write, some writers make draft, sketch, and cluster related ideas or outlines.

As students write, they put ideas into draft form. They also take breaks to read the draft. They reflect on whether or not their writing reveals their intended meaning. They should also consider the purpose and audience. As they read over the draft, they may cross out paragraphs, sentences, and words. They also rearrange the way they present ideas, and jot down notes about how to revise writing. They continue to write and read and change the draft until they are satisfied with the piece of writing. Dealing with the teaching of writing, Gebhard states:

The usual things associated with writing are word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (e.g., punctuation, spelling, and handwriting), and organization of ideas into a coherence and cohesive form. However, writing also includes a focus on audience and purpose.⁷

Furthermore, writing activity involved the encoding of a message that needs to be transferred into written language. Ghaith stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.⁸

2. Kind of Writing

There are two kinds of writing: writing paragraph and writing essay, as explained below.

⁷ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, Ann Arbor: The University of Michigan Press, 2000, p.221.

⁸ Ghaith, *The Nature of the Writing Process*, 2002, (online) URL: <http://nadabs.tripod.com/ghaith-writing>, (accessed on April 14, 2015).

a. Writing Paragraph

When someone read a paragraph, to get the point of the paragraph someone must know about what is the topic sentence in the paragraph. In writing commonly had a topic sentence and some supporting sentences that must be unity and coherence. A paragraph is a set of related sentences that work together to express or develop an idea.⁹ D'Angelo supports this idea and states that a paragraph is a group of logically related sentences, composed of unified parts based on a single idea.¹⁰ Moreover, Ann Hoque defines paragraph is a group of related sentences about a single topic.¹¹ Based on the definitions above, it can be stated that a paragraph is a group of sentences dealing with a single topic or idea.

An effective paragraph must meet four requirements. First, it must discuss one topic only; that is, it must have unity of a subject matter. Second, it must say all that the reader needs to know about the topic; that is, it must be complete enough to do what it is intended to do. Third, the sentences within a paragraph must follow some reasonable order that our reader can recognize and follow. Fourth, the sentences within a paragraph must have coherence. They must be so tied together that the readers can read the paragraph as a unit, not as a collection of separate sentences.¹²

⁹J.F. Trimmer and N.I Sommer, 1984, *Writing with a Purpose*, Lawrenceville: Houghton Mifflin Company, p.193.

¹⁰D'Angelo F. J. 1980, *Process and Thought in Composition with Handbook, Second Edition*, Cambridge: Winthrop Publisher, Inc, p.318.

¹¹Ann Hoque, 1996,*First Steps in Academic Writing*, White Plain, New York: Addison Wesley Publishing Company, Inc, p. 3.

¹²J.F. Trimmer and N.I Sommer, 1984, *Writing with a Purpose*, Lawrenceville: Houghton Mifflin Company, p.195.

In contrast, Ezor and Lewis proposed five steps for building the paragraph. First is selecting the topic. Second is writing a general statement (topic sentence) about the topic. Third is jotting down possible details about the topic. Fourth is developing those details into supporting sentences. Fifth is reading the whole paragraph and make whatever changes writers feel will improve their writing.¹³

Dealing with the paragraph writing, the first essential step is to select the topic. Then, write a topic sentence about the topic. Afterwards, provide details about the topic. The next step is to develop those details into supporting sentences using facts, evidence, example, and so on. The last step is to write the final draft and make whatever changes.

b. Writing an Essay

Essay is a group of paragraph that has a thesis statement. An essay has a topic sentence in each paragraph. Each paragraph in essay must be unity and coherence. An essay is a group of paragraphs that develops one central idea.¹⁴ An Essay is (in composition) a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication, which expresses the writer's viewpoint on a topic.¹⁵

An essay is a piece of writing that examines a topic in more depth than a paragraph. A short essay may have four or five paragraphs, totaling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what

¹³ E. Ezor and J. Lewis, 1984, *From Paragraph to Essay: A Process Approach for Beginning College Writing*, New York: Mc Graw-Hill, Inc., 1984, p.29.

¹⁴ Regina L. Smalley and Mary K. Ruetten. 2001. *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. New York: Macmillan Publishing Company. P. 105.

¹⁵ Richard, J.C & Renandya, W.A. 2002. *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge: Cambridge University Press. P.186

the essay needs to accomplish-persuading someone to do something, using research to make a point, or explaining a complex concept. An essay has three necessary parts: the introduction, the body, and the conclusion.¹⁶ Based on definition above, it can be concluded that essay is a group of related paragraphs discusses one single idea.

1. The Structure of an Essay

Unlike the paragraph, the essay is a formal composition. Each paragraph in an essay has a designated function:

- a. Introduction. The introduction is usually one paragraph (sometimes two or more) that introduces the topic to be discussed and the central idea (the thesis statement) of the essay. An introduction should begin with a broad opening statement that establishes the context of your essay. It is often useful to think about the literature on the topic and indicate how the contribution is related to what others have written. It includes why the topic is important. It is really important that the introduction tells the reader, so mention what is going to come up in the essay. Natilene Bowker stated that by the end of the introduction, the focus is narrowed down to the thesis statement.
- b. Developmental paragraphs. These paragraphs develop various aspects of the topic and the central idea. They may discuss cause, effect, reasons, examples, processes, classifications, or points of comparison and contrast. They may also describe or narrate.¹⁷

¹⁶ Susan Anker. 2010. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life(Fifth Edition). Boston: Bedford/St. Martin's.P.38

¹⁷Regina L. Smalley and Mary K. Ruetten, 2001. P.105

c. Conclusion. Conclusions round off the essay. They remind the reader of all the main points and explain the significance of the argument. The concluding paragraph of an essay should include:

1. A narrow statement relating the conclusion to the preceding paragraph.
2. A restatement of the proposition or thesis statement.
3. A brief summary of the main points made in the essay.
4. A final, broad statement on the significance of the argument, and, if appropriate, its implications.¹⁸ This paragraph concludes the thought developed in the essay. It is the closing word.¹⁹

In many ways, an essay is like an extended paragraph. If a paragraph has a topic sentence, body or supporting details and conclusion sentence; an essay has the introductory paragraph of an essay, the body paragraphs of an essay, and the concluding paragraph of an essay. Here, the table of the structure of an essay:

Table 2.1 the Structure of an Essay

Essay Part	Purpose of the Essay Part
The introduction	States the main point, or thesis, generally in a single, strong statement. The introduction may be a single paragraph or multiple paragraphs.
The body	Supports (shows, explains, or proves) the main point. It generally has at least three support paragraphs, each containing facts and details that develop the main point. Each support paragraph has a topic sentence that supports the thesis statement.
The conclusion	Reminds readers of the main point. It may summarize and reinforce the support, or it may make an observation based on that support. Whether it is a single paragraph or more, the conclusion should relate back to the main point of the essay. ²⁰

There are three main parts of an essay:

¹⁸Natilene Bowker. 2007... p.37

¹⁹Regina L. Smalley and Mary K, 2001. P.105

²⁰ Susan Anker . 2010. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life(Fifth Edition). Boston: Bedford/St. Martin's.p. 39

a. The Introductory Paragraph of an Essay

The introductory paragraph consists of two parts: a few *general statements* about your subject to attract the reader's attention and a *thesis statement* to state the specific subdivisions of the topic and or the "plan" of the paper. A thesis statement for an essay is just like a topic sentence for a paragraph: It names the specific topic and the controlling ideas or major subdivisions of the topic.²¹ The introduction always moves from general to specific. Start the Introduction very generally.²²

All writers (even professionals) complain that the most difficult part of writing is getting started. Getting started, or writing an introductory paragraph,²³ can be easy if remember that an introduction has four purposes:

1. It introduces the topic of the essay.
2. It gives a general background of the topic.
3. It often indicates the overall "plan" of the essay.
4. It should arouse the reader's interest in the topic.²⁴

The thesis statement is the main statement for the entire essay. The thesis statement is usually in the introductory paragraph. After all, the thesis is the statement that the developmental paragraphs are going to explore. The characteristics of an introductory paragraph:

²¹Oshima, A & Hoque, A. 1999. *Writing Academic English. Third Edition*. White Plains NY: Addison Wesley Longman. Page 101.

²²The University of Melbourne. 2010... p. 6

²³Oshima, A & Hoque, A. 1999. *Writing Academic English. Third Edition*. White Plains NY: Addison Wesley Longman. Page 101.

²⁴*Ibid.* 101

1. An introductory paragraph should introduce the topic. Do not forget that the introductory paragraph is the first thing that a reader sees. Obviously, this paragraph should inform the reader of topic being discussed.
2. An introductory paragraph should indicate generally how the topic is going to be developed. A good introductory paragraph should indicate whether the essay is going to discuss cause, effect, reasons, or examples; whether the essay is going to classify, describe, narrate, or explain a process.
3. Generally speaking, an introductory paragraph should contain the thesis statement. This is a general rule, of course. In more sophisticated writing, the thesis statement sometimes appear later in the essay, sometimes even at the end. In some cases, too, the thesis is just implied. For college essays, however, it is a good idea to state the thesis clearly in the introduction.

Ideally, an introductory paragraph should be inviting; that is, it should be interesting enough to make reader want to continue reading. Since the introductory paragraph functions to introduce the topic and since the introductory paragraph should be inviting, it makes good sense not to put the thesis statement right at the beginning of the introductory paragraph. Not only should introduce the topic before state an opinion about it (the thesis statement), but it should try to entice the reader to continue after reading the first sentence. Stating an opinion about something in the first sentence is not usually very inviting; in fact, if reader disagrees with the opinion, it may very well discourage them from the essay.

Therefore, it is generally a good idea to place the thesis statement at or near the end of the introductory paragraph.²⁵

Every good piece of writing had a main point what the writer wants to get across to the readers about the topic, or the writer's position on that topic. A topic sentence (for a paragraph) and a thesis statement (for an essay) express the writer's main point. To see the relationship between the thesis statement of an essay and the topic sentences of paragraphs that support this thesis statement. In many paragraphs, the main point is expressed in either the first or last sentence. In essays, the thesis statement is usually one sentence (often the first or last) in an introductory paragraph that contains several other sentences related to the main point. A good topic sentence or thesis statement has several basic features.

Basics of a good topic sentence or thesis statement:

1. It fits the size of the assignment.
2. It states a single main point or position about a topic.
3. It is specific.
4. It is something can show, explain, or prove.
5. It is a forceful statement.²⁶

A thesis statement may indicate how to develop the supporting paragraphs by example, definition, classification, description, and so forth. The thesis statement is important to both the writer and reader, because it provides the focus for the essay and hence guides the writer, serving as a kind of touchstone.

b. The Body Paragraphs of an Essay

²⁵Regina L. Smalley and Mary K. Ruetten. 2001... p. 108.

²⁶ Susan Anker. 2010. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life(Fifth Edition). Boston: Bedford/St. Martin's.P. 57

The body paragraphs are the second major part of an essay. A body containing a number of paragraphs each of which will:

1. Present a topic sentence or central idea supporting your thesis statement or line of argument or central contention.
2. Contain developing sentences which extend on or amplify the topic sentence.
3. Give evidence or examples or references which support or relate to the topic sentence.
4. Provide a concluding or linking sentence. Andersson, et,all. In the body paragraphs, the main idea of an essay, which was presented in the introductory paragraph, is supported or explained. Each of the body paragraphs should begin with a topic sentence that states the point to be detailed in that paragraph. Just as the thesis statement provides a focus for the entire essay, the topic sentences provide a focus for each body paragraphs.²⁷

Each body paragraphs has two parts: the topic sentence and the supporting detail. The topic sentence presents the point of the body paragraph will deal with. This point will be one aspect of the thesis statement. The topic sentence can appear anywhere in the body of paragraph. After the topic sentence, comes the supporting detail. This is all information that explains, illustrates, or develops the idea presented in the topic sentence. These supporting points must be developed with specific details. The body paragraphs should also be unified and coherent. For our essay to be successful, our supporting detail must be adequate. There must

²⁷Sabarun. 2003. *Fundamental of Writing*. Unpublished Malang: Universitas Muhammadiyah Malang. P.93

be enough of it in any given body paragraphs to enable our readers to fully appreciate the point raised in the topic sentence.

Developmental paragraphs, which range in number in the typical essay from about two to four, are the heart of the essay, for their functions to explain, illustrate, discuss, or prove the thesis statement. Keep in mind these points about the developmental paragraphs:

- a. Each developmental paragraph discussed one aspect of the main topic. If, for example, it was asked to write a paper about the effect of smoking cigarettes on a person's health, then each paragraph would have as its topic an effect.
- b. The controlling idea in the developmental paragraph should echo the central idea in this thesis statement. If the thesis statement about the effect of smoking cigarettes is "Cigarette smoking is a destructive habit," then the controlling idea in each paragraph should have something to do with the destructiveness of the effects.
- c. The developmental paragraphs should have coherence and unity. The order of the paragraphs should not be random.²⁸

c. The Concluding Paragraph of an Essay

Conclusions too often just fade out because writers feel they are near the end and think the task is over-but it is not quite over. Remember, people usually remember best what they see, hear, or read last. Use the conclusion to drive the main point home one final time. Make sure the conclusion has the same energy as the rest of the essay, if not more. Basics of a good essay conclusion:

²⁸Regina L. Smalley and Mary K. Ruetten. 2001... p.112.

1. It refers back to the main point.
2. It sums up what has been covered in the essay.
3. It makes a further observation or point.

In general, a good conclusion creates a sense of completion: It brings readers back to where they started, but it also shows them how far they have come.²⁹

According to Regina L. Smalley there is a standard approach to writing concluding paragraphs. Here are some points about conclusions:

- a. A conclusion can restate the main points (subtopics) discussed. This restatement should be brief; after all, discussed them at length.
- b. A conclusion can restate the thesis. Generally, to avoid sounding repetitious, it is good idea to restate the thesis in different words. The restatement of the thesis is really a reassertion of its importance or validity.
- c. A conclusion should not, however, bring up a new topic.³⁰

2. The Elements of an Essay

The elements of an essay include unity, coherence, emphasis, and the outline. A good essay must meet the three requirements.

a. Unity

Unities in writing means that the entire points make are related to the main point; they are *unified* in support of the main point. As the draft a paragraph or an essay, it may detour from the main point without even being aware of it, as the

²⁹ Susan Anker . 2010. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life(Fifth Edition). Boston: Bedford/St. Martin's.2010. P.97

³⁰Regina L. Smalley and Mary K. Ruetten. 2001.... P.121.

writer of the following paragraph did with the underlined sentences. The diagram after the paragraph shows what happens when readers read the paragraph.³¹

In an essay, topic sentences usually begin the body paragraphs and generally reflect the major divisions of the outline. Here we can use the transitional signal. There are points about unity:

- a. Maintain a definite physical point of view and mood.
- b. Choose details carefully. Make sure that the sentences in each paragraph related to the topic sentence. Also make certain that each paragraph relates back to the introductory paragraph.
- c. Use the word ‘however’ to show opposite points of view.³²

b. Coherence

Coherence in writing means that all of the support connects to form a whole. In other words, even when the points and details are assembled in an order that makes sense, they still need “glue” to connect them. Coherence in writing helps readers see how one point leads to another. Individual ideas should be connected to make a clear whole. A good way to improve coherence is to use transitions.³³

A good essay should be coherence. Coherence is the logical arrangement of ideas. The supporting ideas and sentences in a paper must be organized so that they cohere or stick together. Coherence is achieved though the logical

³¹ Susan Anker . 2010. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*(Fifth Edition). Boston: Bedford/St. Martin’s.... p.107

³²Sabarun. 2003. *Fundamental of Writing*. Unpublished Malang: Universitas Muhammadiyah Malang. P.102)

³³ Susan Anker . 2010. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*(Fifth Edition). Boston: Bedford/St. Martin’s.:111)

arrangement of ideas. Here, coherence can be increased through three devices. First, we can repeat key words to carry concepts from one sentence to another and to relate important terms. Second, we can use pronouns to refer back to key nouns in previous sentences. Third, we can use transitional expressions to show chronological sequence (then, next, afterward, and so forth), cause and effect (as a result, therefore), addition (first, second, third, furthermore), and contrast (however, but, nevertheless).³⁴

3. The Problems of EFL Teachers in the Teaching of Writing

Writing as one of the four language skills is regarded as the most difficult. Writing activity involves some components such as grammar, vocabulary, and mechanics as the prerequisite of the written language rule. In this case, sometimes students have problems in those components. Consequently, it is hard for them to follow the writing class. They are not interested in writing compositions. Here, they cannot manipulate the language well and they lack confidence. Most of them do not know what to say and if they do, they do not know how to say it. They are confronted with the problems of content and language.

Dealing with problems in writing, Byrne mentions the three main problems in writing, namely: psychological problem, linguistic problem, and cognitive problem.³⁵

The psychological problem means that writing is a solitary activity, without the possibility of interaction or directly feedback from a reader. Therefore, when someone is assigned to write, sometimes he or she loses ideas.

³⁴Sabarun. 2003. *Fundamental of Writing*. Unpublished Malang: Universitas Muhammadiyah Malang. P.103.

³⁵Byrne, D. 1981. *Teaching Writing Skills*. London: Longman, Inc. page 5.

The linguistic problem refers to the context of writing itself in which the writers need to express ideas carefully through sentence structures that have been linked together and sequenced, so that those sentences are easy to understand.

The cognitive problem means that writing is learned through a process of instruction. In this case, the writers need to master the written form of language and to learn certain structures, which are less used in speech in order to make the communication more effective. Besides, the writers need to learn how to organize ideas.

In addition to the problems in teaching writing, Gebhard mentions that there are three problems faced by EFL teachers in teaching writing, namely: “the less-proficient writer” problem, the “I can’t write English” problem, and the “the teacher response” problem. Each is discussed in details below.³⁶

In the “the less-proficient writer” problem, some students use ineffective writing strategies, and the teacher is faced with showing these students how to write. To teach less-proficient writers, the writing teacher should help them to identify how they process writing different from proficient writers. Knowing the students’ differences in learning writing is very important. It is because EFL less-proficient writers and EFL proficient writers have different composing behaviors as shown in Table 2.2.

Table 2.2 The Composing Behaviors of EFL Writer

Proficient Writers	<i>Less-Proficient Writers</i>
1. Think about the task. Use a variety of prewriting strategies.	1. Start off confused, without using prewriting strategies.
2. Have a sense of audience. Will	2. Have vague or little awareness of

³⁶Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press. P. 235

consider audience while composing. 3. Once organized, get ideas onto paper quickly. 4. At drafting stage, pay attention to meaning over form. 5. Concerned with higher levels of meaning along with surface level. 6. Will revise at all levels (words, sentence, paragraph, and entire text). 7. Will revise by adding, deleting, and recording ideas. 8. Generate several drafts, each with some revision.	audience. 3. Take much time to get ideas onto paper. 4. Work primarily at the sentence level, struggling with form. 5. Concerned with vocabulary choice and sentence structure. 6. Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, punctuation, and so on). 7. Are bothered by confusion over revision. Tend to avoid adding, deleting, and recording ideas. 8. Revise primarily only the first draft. ³⁷
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Here, the writing teacher needs to give full attention to them, to show them how to plan a piece of writing through prewriting activities, how to draft and revise, and how to read their writing as an editor. The teacher may also create interesting and real writing challenges for them.

In the “I can’t write English” problem, some students have negative attitudes about writing or lack confidence in themselves as writers. The teacher is faced with changing their attitudes and building confidence. Some students simply do not like to write. Negative statements such as “I really don’t like to write, it’s boring, writing is so difficult, I always feel my English is terrible” are problematic in EFL writing classroom. To identify who have negative attitudes toward writing is important for writing teachers.

According to Gebhard (2000) teachers should do personal approach to students, such as listen to their experiences and their views in doing writing as

³⁷Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press. P. 236

writers and talk to students informally about writing. This can make students aware of themselves and their attitudes, possibly leading to change. Teachers can also point out that no one's writing is perfect, that writing is often hard work, and that the point of writing is to express our ideas.³⁸

Besides, asking students to put together their best writing into a portfolio can also provoke their positive perspective toward writing. When students can see their best work together in one place, they feel very good about themselves, even proud of their efforts. By doing this, students can see that writing is indeed a process of development that takes time and effort. Here, the teachers can give a reward to students for doing the best to develop a piece of writing.

In the "the teacher response" problem, students do not always understand or pay attention to the content of the teachers' response to their written work. Teachers often spend many hours reading and marking students' paper, offering revision suggestions and feedback on grammatical errors. However, students quite often do not pay attention to the comments and corrections. Therefore, teachers need to explore different ways for the students to get feedback on their writing.

To begin with, teachers can do several ways such as working with students on developing their written work through one-to-one conferences, peer response groups, and providing a model that can help students to clarify what they are expected to do. Teachers show draft with specific written comments on an overhead projector, as well as have the whole class read and respond to the same draft of an essay. Teachers can also provide students with ICT based graphic

³⁸*Ibid.* p. 238

organizer that include advice for the draft reader and the author. By doing so, teachers can overcome the classroom writing problems.

4. The Process of Writing

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students.

a. Prewriting

Prewriting, which is the first stage in writing, deals with a series of strategies designed to find, gather and produce information about a certain topic in writing. Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing.

b. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated ideas, writers need to write the first draft. Drafting, according to Smalley, et al., is the actual writing of the paragraph or essay³⁹. In line with this, Mc Crimmon states that drafting is a series of strategies designed to organize and develop a sustained piece of writing. This is the time for writers to get down their ideas and thoughts, composing first drafts based upon prewriting and planning activities.⁴⁰

³⁹ Regina L. Smalley, et.al. *Refining Composition Skills: Rhetoric and Grammar (fifth edition)*, Boston: Heinle Publishers, 2001, p.8.

⁴⁰Mc Crimmon, J. M, *Writing with a Purpose*, Boston: Houghton Mifflin Company, 1984, p. 10.

As they compose, writers begin to determine what to include and exclude, and make initial decisions about how these ideas will be organized. While writing first draft, writers should focus on getting meaning down on paper; but they should not be overly concerned with grammatical correctness. In process writing, drafting is viewed as an important strategy. Drafting is the core of process writing.⁴¹

The next step after drafting is revising. Revising is a process of rethinking and changing what is written.⁴² In addition, revision is making improvements the original paper by arranging and reorganizing ideas, rephrasing sentences, deleting and adding completely new material.⁴³ In revising, writers rethink and rewrite the first draft forming the second draft. Sometimes ideas are added and sometimes are omitted. Furthermore, Ghaith suggests that to revise draft for content and clarity of meaning, the students can use revising guidelines.⁴⁴ In academic writing, the process of drafting and revising may occur several times: drafting and revising, and drafting and revising until a final composition is completed. Here, writing and rewriting drafts have great influence on the quality of writing.

c. Post Writing

⁴¹ Douglas, H. Brown, 2001, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Fourth Edition*, White Plains, New York: Addison Wesley Longman, Inc. p. 384.

⁴² Calderonello, & Edwards, L. Bruce, 1986, *Rough drafts: The Process of Writing*, Boston: Houghton Mifflin Company, p. 26.

⁴³ Frank J, D'Angelo, 1980, *Process and Thought in Composition with Handbook, Second Edition*, Cambridge: Winthrop Publisher, Inc. p. 460.

⁴⁴ Ghaith, G. *The Nature of The Writing Process*, 2002, (online) URL: <http://nadabs.tripod.com/ghaith-writing>, (accessed on April 14, 2015).

The third stage is the post writing (including editing and writing the final draft). Editing a paragraph is the last stages in the process of writing. Editing refers to correcting grammatical errors, rewriting misspelled words, and changing punctuation.⁴⁵ In this stage, the writers are required to proof-read the composition (final draft) for grammatical and sentence structure errors.

5. Writing Assessment

Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important role to know the students' progress in learning activity.

In line with this, O'Malley and Pierce mention that these four types of knowledge used in writing have at least two implications for writing assessment. First, writing assessment should evaluate more aspects of writing than just mechanics and grammar. Second, writing assessment should capture some of the processes and complexity involved in writing so that teachers can know in which aspects of the writing process students are having difficulty.⁴⁶

a. Process Assessment

Process assessment is the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case,

⁴⁵ Frank J.D'Angelo, N.d, *Process and Thought in Composition with Handbook, Second Edition*, Cambridge: Winthrop Publisher, Inc, p. 461.

⁴⁶O'Malley, J.M. & Valdez, P.L, 1996, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, Boston: Addison-Wesley Publishing Company, p. 239.

Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.⁴⁷

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurements for process assessment: writing process checklist, student-teacher assessment conferences, and self-assessment. Writing process checklist is a kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

b. Product Assessment

Product assessment is defined as giving score to the students' final composition. It focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. These are holistic, primary trait, and analytic scoring.⁴⁸

Holistic scoring is a procedure in scoring students' writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader. The second type is primary trait scoring. The primary trait scoring is a way of scoring a piece of writing by focusing on the specific feature or characteristics. The trait could be a language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency. The third type is analytic scoring. 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. In

⁴⁷Tompkins, G.E, 1994, *Teaching Writing: Balancing Process and Product*, (New York: Macmillan, Inc, p. 379.

⁴⁸Weigle, S.C, 2002, *Assessing Writing*, Cambridge: Cambridge University Press, p. 120.

addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater (scorer) gives their score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspects of their writing and gives teachers diagnostic information for planning instruction.

In the present study, product assessment with analytic scoring method is used in evaluating the students' final composition. It is assumed that analytic scoring system is closer to the criteria used in process writing. The analytic scoring method applied in the study covers five components (content, purpose and supporting details, organization and structure, transition and grammar and spelling) as proposed by International Journal of English language Teaching. To identify the students' progress in writing comparison and contrast essay, specific criteria in a form of scoring guide is used (Table 2.3).

Table 2.3. Scoring Guide⁴⁹

⁴⁹International Journal of English language Teaching Vol.3, No.1, pp.11-31, March 2015
Published by European Centre for Research Training and Development UK (www.eajournals.org)

Category	4	3	2	1
Content	Develops and shapes information with well-chosen details across the paragraph	Develops and shapes information with well-chosen details in parts of the paragraph Develops information with some details.	Presents some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning	Attempts to respond to prompt, but provides little or no clear information; may only paraphrase the prompt.
Purpose and supporting details	The paper compares and contrast items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrast items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison	The paper compares and contrast, but does not include both. There is no supporting information or support is incomplete.
Organization and structure	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. But does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. But some information is in wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper	The paper	Some	The

	moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	moves one idea to the next. But there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	transition work well. But connections between other ideas are fuzzy.	transitions between ideas are unclear or nonexistent.
Grammar and spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 error in grammar or spelling that distract the reader from the content.	Writer makes 3-4 error in grammar or spelling that distract the reader from the content.	Writer makes more than 4 error in grammar or spelling that distract the reader from the content.
3.50-4.00	: Excellent	2.00-2.90	: Uneven	
3.00-3.49	: Skillful	1.00-1.90	: Insufficient	

6. Teaching EFL Writing

When language learners learn a foreign language, they learn to communicate with each other, to understand them, to talk to them, to read what they have written, and to write to them. Here, in the context of teaching English as a foreign language, students need to learn how to communicate with other people. By communicating, the students can express ideas, thoughts, and feelings to others in the form of oral and written language. In written communication, the students use graphic symbols to express ideas or feelings through indirect communication. This is one of the reasons that writing should be included as an integral part of foreign language learning activities in the classroom.

Dealing with the teaching of writing, Raimes stated that writing can help students learn.⁵⁰ First, by doing writing, students can reinforce the grammatical structures, idiom, and vocabulary. Second, when writing, they also have a chance to be adventurous with the language. Third, when students write, they necessarily become very involved with the new language and the effort to express ideas.

Dealing with learning writing, beginning level of the EFL writers need to learn from simple writing to complex writing. Gebhard stated:

“Beginning EFL writers need to learn the basic conventions of writing. This includes being able to identify and write down letters, words, and simple sentences, as well as learning spelling and punctuation conventions.”⁵¹

Furthermore, Gebhard suggested that the writing teachers can use a number of different types of activities to teach these conventions. One basic activity is tracing letters, words, and sentences.⁵² Although such task may seem trivial, it can teach students letter recognition and discrimination, word recognition, and basic spelling, punctuation, and capitalization rules. Here, teachers may ask students to trace letters and words.

The second activity is copy and change. In this activity, students are given a passage and asked to copy it. They are also required to change one aspect of the passage, for example, to change the subject from “he” to “they”. This activity can be done with other grammatical features, such as changing verb tense from present to past time and changing the subject from singular to plural form.

⁵⁰Raimes, A. 1983. *Techniques in Teaching Writing*. Oxford: Oxford University Press. page 3.

⁵¹Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press. P. 223

⁵² *Ibid.* p. 223

The third activity is to have students unscramble muddled sentence parts. Here, students are given a list of words, such as -school, go, friends, every day, my, and to. They are asked to form a sentence. After gaining some of the grammatical rules, mechanics, spelling, punctuation, and other conventions of written English, students can take on more demanding assignments.

Furthermore, Gebhard explains that after students have gained some control over the convention of writing, they can focus more easily on communicating their ideas through writing.⁵³ They can do a variety of writing activities such as; short story; description of people, places, or objects, comparison, elaborate definitions, arguments, and so on. To accomplish this, EFL writing teachers are encouraged to have students work through a process of prewriting, drafting, revising, and editing.

Dealing with the EFL writing class, Brown mentions five major categories of writing activity.⁵⁴ They are imitative, intensive (controlled), self-writing, display writing, and real writing. At the beginning level, the students write down English letters, words, and sentences in order to learn the basic convention of writing. In the imitative writing, the students reproduce in the written form something, which has been read or heard.

The other activity is controlled writing. A common form of controlled writing is to present a paragraph to students in which they have to alter a given

⁵³*Ibid.* page 225.

⁵⁴Brown, H.D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy. Fourth Edition.* White Plains, N Y: Addison Wesley Longman, Inc. page 343

structure throughout. For example, the students are asked to change the present tense to past tense.

Another form of controlled writing is that a text is read at normal speed. Afterward, the teacher asks the students to rewrite the text. The next activity is self-writing. It is a form of writing in which only the self in mind as an audience, such as diary, journal, dialogue journal, and note taking during a learning process.

The next activity is display writing. The display writing includes writing essay examinations, research reports, and short answer exercises. Here, students need to master the display writing techniques.

The last activity is real writing. It is a kind of writing performance, which aims at the genuine communication of messages to an audience in need of those messages. There are three kinds of real writing. They are academic, vocational, and personal.

In line with the teaching of writing at the university level, especially in the English Education Study Program, the writing subject is taught separately from other skills. The four writing courses: Writing I, II, and III. In the present study, the class of Writing III is focused on writing various types of English essays: examples, comparison and contrast, cause and effect, classification, and process analysis of expository essays.

7. Approaches in Teaching Writing

Based on the theory of L2 writing, there are two approaches to teaching writing.

a. Product Approach

Product approach as its name indicated gives emphasis on the final product of writing. It is characterized by four stages: familiarization; controlled writing; guided writing; and free writing. The familiarization stage aims to make learners aware of certain features of a particular text. In controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section, when they use writing skill as part of a genuine activity such as a letter, story or essay.⁵⁵

In short, product-based approaches view writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input in the form of text provided by the teacher.

1. Process Writing Approach

The process writing approach emphasizes on writing activities which shift learners from generating ideas and collecting data through to the publication of a complete text. It takes more attention to the process a writer's experiences in the process of text making rather than the final product comprises several stages. There are different views on the stages that the writers go through in producing a piece of writing. Christenson comprises five stages of process writing approach, i.e., prewriting, drafting, revising, editing, and publishing. Seow views that the

⁵⁵Hyland, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.p.3-

approach comprises seven stages, namely planning, drafting, responding, revising, editing, evaluating, and post-writing. According to Gebhard, Tomkins and Hoskisson, and Smalley et.al, there are four stages involved in the process of text making. They are prewriting, drafting, revising, and editing. These four stages are the typical model of process writing approach.

The activities at the prewriting stage includes activating schemata, generating ideas, and making plan for approaching the writing task that can be done through brainstorming. At the composing/drafting stage, learners would select and structure the result of the brainstorming session to provide a plan of description. After discussion, the learners might revise the first draft working individually or in group. Finally, the learners would edit or proof-read the text.

2. Genre-based Approach

The genre-based approach believes that learners do not just write. They write something to achieve some purposes by following certain social conventions for organizing messages because they want the readers recognize their purpose.

The genre approach comprises three stages, namely modeling the target genre, constructing the text by learners and teacher, constructing the text independently by learners.⁵⁶

In short, genre-based approach see writing as essentially concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input provided by the teacher.

⁵⁶*Ibid.* 69

3. Process Genre-based Approach

Writing development happened by drawing out the learners' potential (as in process approach) and by providing input to which the learners' respond (as in product and genre approaches). According to Badger & White the model of process genre approach may be described in terms of a view of writing and a few of the development of writing. The fundamental thought of this approach is that writing involves knowledge about language (as in the product and genre approaches), knowledge of the context in which writing happens and especially the purpose the writing (as in genre approach), and skills in using language (as in process writing approach).

One of the advantages is that as the genre-based emphasizes on the purpose of writing, language and context, the process approach provides a framework for the teaching of text production skills. In this learning environment the students are facilitated to achieve better result in writing since they are assisted with the content and practice.

C. The Comparison and Contrast Essay

Comparison and contrast is used in your writing to organize an individual paragraph as well as to organize entire papers. For instance, you might write a paper that compares a movie and a book about the same topic. As you begin to organize your writing, it's important to make sure that you balance the information about the items that you're comparing and contrasting. You need to be sure that you give them equal time in what you write. If you cover character, setting, and

historical accuracy for the book, for instance, you need to be sure that you cover the same elements for the movie.

1. Definition of Comparison and contrast essay

The comparison and contrast essay is a type of an expository essay that notes similarities and differences between two or more things. The two types of organization for comparison and contrast essays are point-by-point and subject-by-subject. Comparison is the process of examining two or more things in order to establish their similarities or differences. The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, to make judgment about them, or to look a fresh insight into something that is similar, or to demonstrate that one thing is superior to another. One way to develop a thesis statement for a comparison and contrast essay is to state the subject we are considering and indicate whether we are comparing or contrasting or doing both.⁵⁷

This table shows some purposes for comparing and contrasting, along with examples of each purpose.

Table. 2.4 Purpose and Examples of comparison and contrast essay

Purpose	Examples
To determine the superiority of one thing over another	Decide which car to buy by comparing features. Persuade others to vote for a political candidate by contrasting her plans with her opponent's plans.
To explain something that is unknown by comparing it to something that is known	Explain what a barometer is by comparing it to a thermometer, but explain that it measures atmospheric pressure instead of temperature. Describe how an electric car works by

⁵⁷ Sabarun. 2003. Fundamental of Writing. Unpublished Malang: Universitas Muhammadiyah Malang, 2003: 131.

	contrasting its function with that of a gasoline-powered car.
To show that two apparently similar things are in fact quite different or to show that two apparently dissimilar things are quite similar	Discover that two very different cultures have some important things in common. Show how an author's new book or amusical group's new album is surprisingly different from the last one.
To show how something or someone has changed	Contrast how a favorite holiday was celebrated when you were a child with how that holiday is celebrated now. Compare and contrast Haiti before and after the earthquake in 2010.

However, there is one thing to keep in mind: With comparison and contrast the purpose is not just to point out similarities and differences but also to persuade, explain, or inform. Think about comparison and contrast as a method of development—not as a purpose for writing.

2. Organizational Patterns for the Comparison and Contrast Essay

In a comparison/contrast essay, a writer must do the following:

- a. Identify and explain three or more key points that two or more subjects have in common.
- b. Show the similarities and differences between these points.
- c. Develop a thesis, indicating his or her position regarding the two subjects.

a. Block Approach.

This organizational pattern is most effective when used on short essays, such as in-class essays. The body of such an essay is organized by discussing one subject, point by point, in complete detail before moving on to the next subject. The writer should select points by which both subjects can be examined. The number of body paragraphs will be determined by the number of points discussed

in the essay. **Introduction:** Introduce the two or more subjects being compared and lead to a thesis statement or argument.

Table. 2.5. There are two ways to organize a comparison/contrast essay.

	Example: There are benefits to shopping at both Whole Foods and Safeway, but Whole Foods is ultimately the better grocery store because it offers more environmentally friendly products, organic produce, and healthy alternatives to traditional medicine.
First Body Paragraph: Discuss point 1 of the first subject.	Example: Whole Foods offers a wide selection of environmentally friendly products.
Second Body Paragraph: Discuss point 2 of the first subject.	Example: Whole Foods has a wide selection of organic produce.
Third Body Paragraph: Discuss point 3 of the first subject.	Example: Whole Foods has a wider availability of healthy alternatives to medications.
Fourth Body Paragraph: Transition to and discuss point 1 of the second subject, providing similarities and differences with point 1 of the first subject.	Example: Safeway does not offer very many environmentally friendly products. Most of the cleaning products and packaging sold by Safeway are not biodegradable and contain harmful chemicals that pollute our environment.
Fifth Body Paragraph: Discuss point 2 of the second subject, providing similarities and differences with point 2 of the first subject.	Example: Safeway does not have as wide a selection of organic produce as Whole Foods. Instead, the majority of its produce is grown with pesticides and hormones.
Sixth Body Paragraph: Discuss point 3 of the second subject, providing similarities and differences with point 3 of the first subject.	Example: Safeway offers very few natural remedies. Instead, Safeway has a large selection of over-the-counter drugs in addition to a pharmacy that sells medications manufactured by pharmaceutical companies.
Conclusion: Without repeating any	Example: With its wholesome

claims or adding any new information, emphasize the importance of the similarities and differences between the two subjects as they are relevant to your thesis.	products, Whole Foods is surely a healthier place to shop than Safeway.
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b. Point-by-Point Approach.

This organizational pattern is most effective when used on longer essays, such as a comparison of two articles, short stories, or novels. The body of such an essay is organized by discussing one point at a time and how it applies to each subject before moving on to the next point. For long works, at least three points should be examined if not more.

Table 2.6. Point-by-Point Approach table

Note: Unlike the first option for organization, this pattern will probably require more than one body paragraph for each point being discussed. Introduction: Introduce the two or more subjects being compared and lead to a thesis statement or argument.	Example: There are benefits to shopping at both Whole Foods and Safeway, but Whole Foods is ultimately the better grocery store because it offers more environmentally friendly products, organic produce, and healthy alternatives to traditional medicine.
First Point: Discuss point 1 of both subjects, comparing and contrasting the manifestation of this point in each subject.	Example: Whole Foods offers a wide selection of environmentally friendly products, unlike Safeway whose cleaning products and packaging are not biodegradable and contain harmful chemicals that pollute our environment.
Second Point: Discuss point 2 of both subjects, comparing and contrasting the manifestation of this point in each subject	Example: While Whole Foods has a wide selection of organic produce, the majority of Safeway's produce is grown with pesticides and hormones.

Third Point: Discuss point 3 of both subjects, comparing and contrasting the manifestation of this point in each subject.	Example: Whole Foods has a wider availability of healthy alternatives to medications than Safeway, which has a large selection of over-the-counter drugs in addition to a pharmacy that sells medications manufactured by pharmaceutical companies.
Conclusion: Without repeating any claims or adding any new information, emphasize the importance of the similarities and differences between the two subjects as they are relevant to your thesis.	Example: With its wholesome products, Whole Foods is surely a healthier place to shop than Safeway. ⁵⁸

3. The transitional signals used in comparison and contrast essay

The transitional signals used in comparison and contrast as follows:

Table 2.7. The transitional signals used in comparison and contrast essay

Comparison	Contrast
Likewise	on the other hand
Similarly	Nevertheless
both ...and	at the same time
neither...nor	on the contrary, conversely
not only...but also	different from, rather than
as if	Yet
as...as	Though
as though	However
Better... worse...	While
More	But
Like	Unlike

4. Compare and contrast using graphic organizer

When told to compare and contrast two topics, most people think of a Venn diagram. Although a Venn diagram is one type of compare and contrast organizer, it is one of many. A compare and contrast graphic organizer can be any diagram, chart, or outlined figure that asks the writer to compare two different topics by finding what they have in common, and what differences they possess.

⁵⁸Refining Composition Skills Chapter 8: The Comparison and Contrast Essay. P. 180

Compare and contrast diagrams have become standard instructional tools in the education setting as they are a great visual display of the similarities and differences amongst two or three ideas or texts. These diagrams can also be used in many curricula areas.

In writing, this graphic organizer serves as a prewriting device for paragraphs of comparison. Baxendell continued his directions to use compare and contrast diagrams instating that they must include enough space for students to write. He claims that if students don't have enough room to write, their writing performance is stifled. Baxendell has observed the use of numerous graphic organizers in his special education inclusive fourth grade classroom. Through his observations, Baxendell has noticed that by using compare and contrast diagrams continuously throughout the school, students become very accustomed to the format and the expectations that come with the particular graphic organizer. His students use the organizers to get to know each other at the beginning of the year, review information after a lesson and before a test, and review textual information they recently read.⁵⁹ Here, is a model of for comparison and contrast essays

Japan and the US- different but alike

The culture of a place is an integral part of its society whether that place is a village, which is far from the central of change or a highly industrialized city. The culture of Japan fascinates Americans because, at first glance, it seems so different. Everything that characterizes in the US- newness, racial heterogeneity, very large territory, informality and an ethic of individualism- is absent in Japan. There, one finds an ancient and homogeneous society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every

⁵⁹ Stephanie A. Miller, December 2011. *Using Graphic Organizers To Increase Writing Performance*. A Master's Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Education Department of Language, Learning and Leadership At the State University of New York at Fredonia. Fredonia, New York

aspect of daily living, from drinking tea to saying hello. On the surface at least, Americans and Japanese societies are totally opposite.

One obvious difference is the people. Japan is a homogeneous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government controlled by the Japanese majority. *In contrast*, although the US is a country with originally European roots, its liberal immigration policies have resulted in its becoming a heterogeneous society of many ethnicities such as Europeans, Africans, Asians, and others. All are represented in all areas of American society, including business, education, and politics.

Other areas of difference from Japan involve issues of group interaction and sense of space. *Whereas* Americans pride themselves on individualism and informality, Japanese value groups and formality. Americans admire and reward a person who rises above the crowd; *in contrast* Japanese do not. *In addition*, while Americans' sense of size and scale developed out of the vastness of the North American continent; Japanese, *on the contrary*, genius lies in the diminutive and miniature. *Forexample*, America builds airplanes, *while* Japan produces transistors. America produces computers, *while* Japan creates laptops.

In spite of these differences, these two apparently opposite cultures share several important experiences. Both, *for example*, have transplanted cultures. Each nation has a "mother" society- China for Japan and Great Britain for the United States- that has influenced the daughter in countless ways: in language, religion, art, social customs, literature, and ways of thinking. Both countries reflect their cultural ancestry.

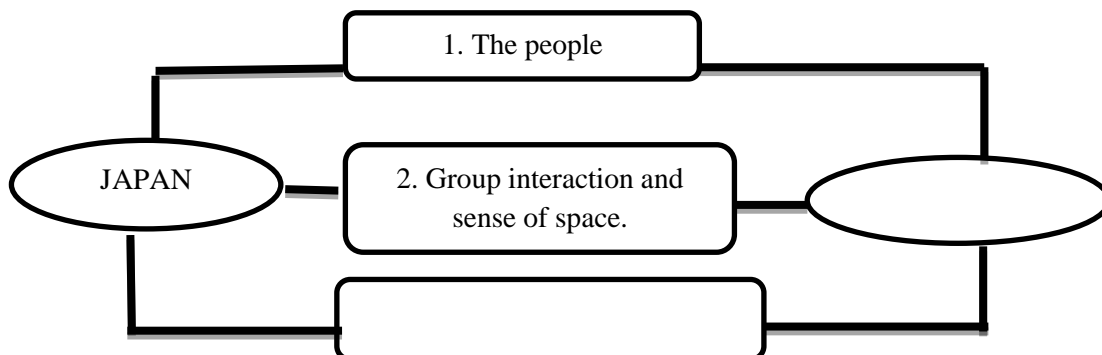
Both societies, *moreover*, have developed the art of business and commerce, of buying and selling, and of advertising, to the highest levels. *In addition*, both Japan and America are consumer societies. The people of both countries love shopping and are enthusiastic consumers of convenience products and fast foods. Fast-food noodle shops are as common in Japan as Mc Donald's restaurants are in America.

A final similarity is that both Japanese and Americans always have emphasized the importance of work, and both are paying penalties for their commitment to it. Americans, especially those in business and the professions, regularly put in twelve or more hours a day at their jobs, *just as many* Japanese executives do. Time and discipline are highly valued in both countries.

Japan and America: *different, yet alike*. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior; they share more than one common experience. *Furthermore*, their differences probably contribute as much as their similarities toward the mutual interest the two countries have in each other. It will be interesting to see where this reciprocal

fascination leads in the future (Adapted from **Writing Academic English** by Alice Oshima and Ann Haque, p. 141).

The text above can be mapped into a graphic organizer as follows:



5. Instructional Activities of using graphic organizer in comparison and contrast essay

Step 1 – Students will encounter different kinds of writing assignments; one of the most common is the comparison/contrast essay where the focus is on the ways in which certain things or ideas – usually two of them – are similar to (comparison) and/or different from (contrast) one another. When writing such essays students make connections between texts or ideas, engage in critical thinking, and go beyond mere description or summary. When students reflect on similarities and differences, they gain a deeper understanding of the items they are comparing, their relationship to each other, and what is most important about them. Students have read *Twilight* and have seen the movie. They will compare and contrast the two. Whole-to-whole (block method) is introduced and discussed.

Teacher Note Teacher can use this interactive website on Comparison and Contrast Guide or the *Compare and Contrast Essay* Teacher Resource if computer is not available to explain the compare and contrast essay

format. Using the compare and contrast map, teacher models completing the graphic organizer (choose whole-to-whole). The introduction should contain the thesis statement. Analysis of the book includes themes, characterization, and impact on readers; analysis of the movie includes themes, characterization, and impact on viewers. The conclusion synthesizes the comparison/contrasting of the two.

Step 2 - Review the compare and contrast essay *The Senate and the House of Representatives* or *Vacations*, pointing out the structure. Also show students a Venn diagram as a way for students to organize their thoughts as they begin to write. Discuss the importance of thesis and conclusion. The thesis of your comparison/contrast paper is very important; it can help you create a focused argument and give your reader a road map so she/he doesn't get lost in the sea of points you are about to make. In comparison and contrast, transition words tell a reader that the writer is changing from talking about one item to the other. Transitional words and phrases help make a paper smoother and more coherent by showing the reader the connections between the ideas that are being presented. Your thesis should already have given the reader an idea of the points you will be making and the organization you will be using, but you can help her/him out with some extra cues. The following words may be helpful to you in signaling your intentions. To Compare – also, as, as well as, both, in the same manner, in the same way, like, likewise, most important, same, similar, similarly, the same as, too. To

Contrast – although, but, differ, even though, however, in contrast, instead, nevertheless, on the contrary, on the other hand, unless, unlike, while, yet

Step 3 - Introduce the *Compare and Contrast Essay*. Checklist for this lesson to the students. Checklists and rubrics can be a timesaver. Once they have an understanding of the particular skills the teacher will be looking for, the students are likely to produce a better work product. For the teacher, this method makes grading of complex work assignments easier and more consistent. There are three main things to pay attention to as you write a comparison and contrast paper: 1. Purpose & supporting detail, 2. Organization & structure, 3. Transitions & coherence. In addition, be sure to pay attention to the usual requirements for writing, such as spelling, punctuation, and grammar.

Step 4 - Students organize and then write a rough draft of their essays. A possible prompt if the class has been working on transitional skills: You are about to enter the university. You have visited many open days and you are not quite sure about your ultimate decision. You like two major universities most. Compare and contrast everything you have heard and everything you know about these two educational establishments.

Step 5 - Fellow students grade with checklist and original writers make application.

D. ICT Based Graphic Organizer

ICT is a form of advanced science technology must be optimized function, especially in the implementation of EFL learning. ICT provides opportunities for

students in the era of global competition needed to obtain adequate supplies. Through innovative ICT-based learning, teachers can provide vast opportunities for students to hone and promote competence on an international scale. ICT defined as technology which the function is to support the process of conveying information and communication. In context of language learning, ICT has an important role as the “media” bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. In the process of writing, there is a tool to help shape ideas that can be applied. It is called a graphic organizer. A Graphic Organizer (GO) is simply a graphical or spatial representation of text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts.

1. ICT in English Language Teaching and Learning

It is widely known that ICT (Information and Communication Technology) has been used in almost all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in Indonesia’s education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as

potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language. A computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need of technological innovation has brought the communication revolution and rapid development of technological application in teaching and learning. This technology made contribution on improving language communication in Indonesia. Every school has used the ICT to facilitate the teacher to teach the students in the classroom. Many kinds of application that they use in the classroom improved and enhanced the better lesson.

The latest method of EFL teaching that is developed is Computer Assisted Language Learning (CALL). Some experts and practitioners of education learning language in CALL, strongly supports the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable. Fortunately, the use of Computer Assisted-Learning language (CALL) has increased noticeably by English teachers. Consideration of Computer Assisted Language Learning is using computer. This tool is flexible, rich and interactive. It is flexible in the term of time and place. It

has also assumed that more than other media can encourage students in learning language. This is due to the computer's ability to present material in more diverse ways than either book or video does. In addition, CALL is able to generate interaction and improve communicative competence, including providing authentic material to the class or self – learning. The method focuses in computer utilization to enhance language learning.⁶⁰

The use of ICT in education is absolutely required. Integration of ICT in teaching and learning process is a topic of interest to many researchers, including education practitioners. Based on the use of ICT can be applied in three different scopes such as: curriculum, topics, and teaching eye. ICT also in terms of finding learning materials from original sources and recognized. In finding articles from international journals, the students can get it just by sitting in front of computers connected to the Internet network. All information about science can be presented in a short time just by using the Internet. Learning materials that have been obtained and copied and transferred to the USB, it can also be printed directly so that it can be used as learning materials. At the recent time teaching and learning are facilitated by computer has been the demand.

2. The Graphic Organizer

Graphic organizer are a series of visual charts and tools used to represent and organize a student's knowledge or ideas. Graphic organizer are often used as part of the writing process to help students map out ideas, plots, character details

⁶⁰Prinzessinnadia. February 1, 2013 . Ict In English Language Teaching And Learning. Online URL: <https://Prinzessinnadia.Wordpress.Com/2013/02/01/Ict-In-English-Language-Teaching-And-Learning/> Accessed on November 11. 20:58.

and settings before beginning to write. Morin stated that Graphic organizer can be used to: sequence events, analyze cause and effect, compare and contrast and develop concepts in detail.

There are some reasons for using graphic organizer:

1. Tools for critical and creative thinking. Bromley, DeVitis and Modlo stated that Graphic organizer help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.
2. Tools for organizing information. The human mind organizes and stores information in a series of networks.⁶¹ Graphic organizer are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.
3. Tools for understanding information and relationships. Graphic organizer serve as mental tools to help the students understand and retain important information and relationships.⁶²
4. Tools for depicting knowledge and understanding. Graphic organizer provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word.

⁶¹ Ausebel, D. P. (1968). *The psychology of meaningful learning*. New York: Grune & Straton.

⁶²(Vygotsky, 1962).

5. Tools for self-learning. Students who use graphic organizer in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review.⁶³ In other words, graphic organizer are beneficial to students' learning inside and beyond classrooms.

3. The Graphic Organizer and Schema Theory

According to schema theory, "it is best to pre teach the overarching concepts and terms that provide the mental framework for building new knowledge structures". The construction of graphic organizers are pre reading activities that are designed to activate prior knowledge and to demonstrate the connection that exists among the "overarching concepts and terms" to be studied. As Vacca and Vacca underscore, "To make connections effectively, students must have some familiarity with the concepts in advance of their study of the material".⁶⁴

Though graphic organizers are constructed in various formats, a common configuration is a tree diagram that represents the hierarchical relationships among concepts in relation to other concepts. However, it is important to note that when an organized spatial display is used to facilitate comprehension, be it a map, diagram, or other type of graphic organizer, the display should be concise, coherent, and coordinated (Mayer, Bove, Bryman, Mars, & Tapangco).⁶⁵ Utilizing a chalkboard, overhead projector, or chart paper, both students and teacher can

⁶³ Dunston, P.J. 1992. *A Critique of graphic organizer research. Reading Research and Instruction*. 31(2), p. 57-65.

⁶⁴ Vacca, R.T., & Vacca, J.L. (1999). *Content area reading: Literacy and learning across the curriculum*. New York: Longman. p. 328

⁶⁵ Mayer, R. E., Bove, W., Bryman, A., Mars, R., & Tapangco, L. (1996). When less is more: Meaningful learning from visual and verbal summaries of science textbook lessons. *Journal of Educational Psychology*, 88(1), 64-73.

cooperatively generate the creation of graphic organizers. This cooperation between students and teacher in the construction of graphic organizers encourages the organization of ideas, words, and concepts, assists in making meaningful patterns and connections, and facilitates comprehension and retention of new text. Bruner emphasizes the critical importance of recognizing relationships and patterns of new concepts and ideas, which assists the learner in making meaningful connections of new information with prior knowledge.⁶⁶

Therefore, a teacher's role in facilitating meaningful reading instruction is crucial in the learning process whereby students are actively involved. Students need opportunities and time to express ideas rather than just respond to teachers' questions during reading instruction. Egan argues that an outcome of the utilization of graphic organizers is the engagement of student interaction where learning becomes more meaningful.⁶⁷ Thus, graphic organizers assist in instruction whereby the teacher is dependent on student participation. As students are engaged in the lesson, learning unfolds and meaningful understanding is fostered. In addition, the use of the graphic organizer validates what the students say in a powerful way in that the teacher not only affirms their participation through verbal acknowledgement, but they are also able to examine their thoughts, ideas, and concepts as they are written on the graphic organizer.

⁶⁶Bruner, J.S. (1966). *Toward a theory of instruction*. Cambridge: Harvard University Press. p.230

⁶⁷Egan, M. (1999). Reflections on effective use of graphic organizers. *Journal of Adolescent and Adult Literacy*, 42(8), 641-645.

(Millet).⁶⁸Consequently, a result of graphic organizer use is that learning is more meaningful while rote instruction is reduced.

4. The type of Graphic Organizers

Fisher and Schumaker stated Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information. Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas. Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical. Some graphic organizers focus on one particular content area. For example, a vast number of graphic organizers have been created solely around reading and pre-reading strategies stated by Merkley & Jeffries.⁶⁹ There are some types of graphic organizers:

1. Graphic Organizer in Illustration Essay

Illustration is writing that uses examples to show, explain, or prove a point. Giving examples is the basis of all good writing and speaking: You make a statement, and then you give an example that shows (illustrates) what you mean.⁷⁰

It is also called the example essay. The purpose is to influence the reader or make the reader understand our ideas. It is a vital component of clear expression. The purpose is to influence the reader or make the reader understand

⁶⁸ Millet, C. 2000. *The effectiveness of graphic organizers in basal reading instruction*. Unpublished doctoral dissertation. University of New Orleans, New Orleans, Louisiana.

⁶⁹ Brad Baxendell, July 2003. *The Considerations Packet Graphic Organizers: Guiding Principles and Effective Practice* prepared by To order this packet, visit our website at www.wm.edu/ttac and click on the "Considerations Packets" link.

⁷⁰ Anker Susan. 2010. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life* (Fifth Edition). Boston: Bedford/St. Martin's. P. 139

our ideas. When we develop an illustration essay, we must decide how many examples to use. Here is an illustration or example essay:

The best deceivers

Allah has provided every living creature with some ways to protect itself. Lions and tigers have sharp claws, swiftness and strength; monkeys can climb into trees, away from their enemies. Birds can fly; turtles withdraw into their shells. But one of the most fascinating means of protection is deception, the ability many creatures have to camouflage themselves.

Take for example, the chameleon, a member of the lizard family. The chameleon can generally be found sitting on a leaf. The chameleon's clever camouflage technique is to change his skin to green or yellow if he is on a leaf and to brown and gray if he is on a twig or stone.

Another example of camouflage is the loopier; a type of caterpillar that crawls along a twig making an inverted U that opens and closes. *Actually*, different kinds of loopier have different means of deception. The first type has two tricks. First, it is shaped and colored like a gray twig, its natural habit. Second, it has the ability to become rigid in a vertical position. The second type of loopier literally camouflages itself. It takes bits of the flower petal or leaf; chews them, and stick them on its back.

A third example is found among butterflies. Certain butterflies have evolved to look like other butterflies. Why should they have done this? The reason is that the butterflies they mimic are foul-tasting to their natural predators, birds.

As you can see, camouflage provides certain of nature's creatures with a clever and fascinating means of fooling their predators. The ability to look like something or someone else, either in shape or color, gives these creatures a longer life and a better change of reproducing their species. (Adapted from **Refining Composition Skills** by Regina L. Smalley and Mary K. Reutten, p.166).

The text above can be mapped into a graphic organizer as follows:

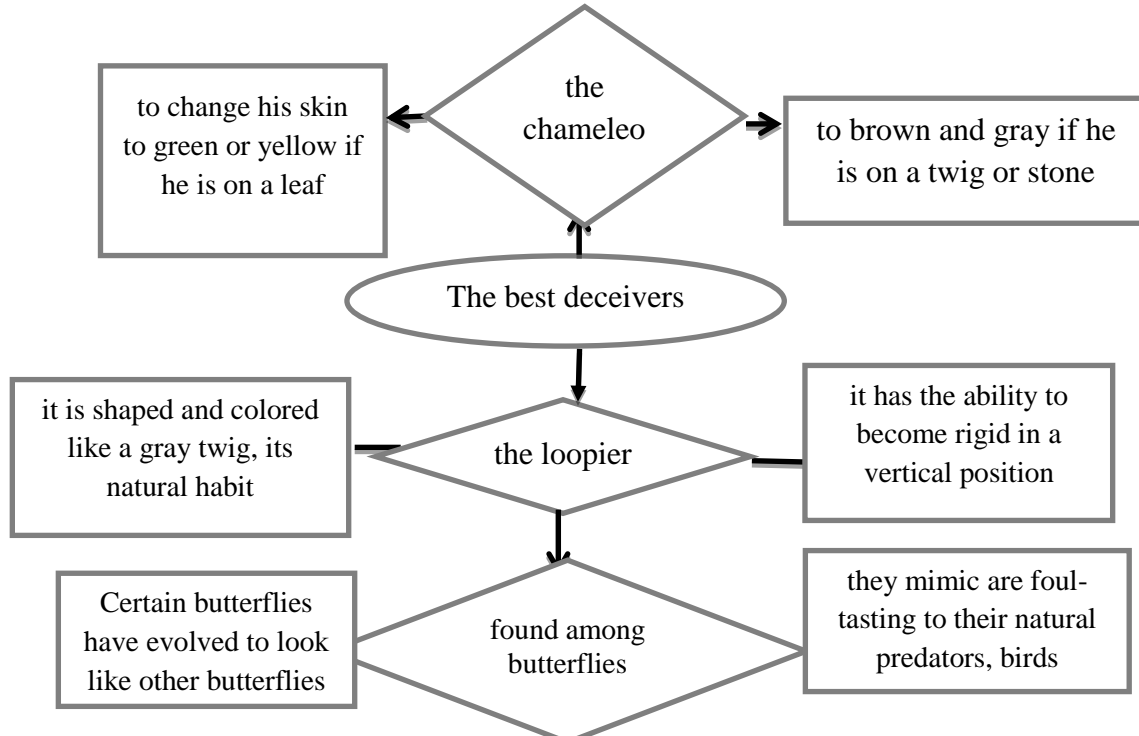


Figure 2.1 Model Graphic Organizer for Illustration Essay

2. Graphic Organizer in Classification Essay

A classification essay is a type of an expository essay in which the writer separates subjects or their parts into distinct categories in order to gain a clearer sense of their meaning or relation. Classification is the process of organizing information into groups or classes. Classifying is the process of grouping similar ideas or objects, the systematic arrangement of things into classes.⁷¹ Classification is writing that organizes, or sorts, people or items into categories. It uses an organizing principle: how the people or items are sorted. The organizing principle is directly related to the purpose for classifying.⁷² Here, is a model of classification essay:

The types of loneliness

Loneliness is seldom alleviated by marriage. People who marry each other often discover that the most painful loneliness of all is shared with another. There are three main types of loneliness.

The first type of loneliness is the loneliness of individual who simply has not learned how to get along with people. When such lonely people marry each other, each one has high expectations of his spouse. Neither realizes that the other is paralyzed by the same limitations as he is. *As a result*, both of them wind up lonelier than ever.

A second type of loneliness is found in people who are the very opposite of those in the first group. They have bright personalities and well-developed social skills, and are obsessed with the desire to be popular at all costs. Such people make good sales and advertising personnel and social leaders. This type of person finds it difficult to be intimate with anyone whom he does not feel to be his inferior.

A third kind of loneliness is seen in the type of person who must be best in whatever it is he does. Many successful people in the arts, industry and business fall into this category. Often they are kind and loving only to those who can be useful to them. People of this sort trust no one to do anything well, suspecting that almost everyone-even their spouses- will stand in the way of their headlong rush toward success. They require virtually everything and everyone to revolve around them.

⁷¹ D'Angelo, Frank J. 1980. *Process and Thought in Composition with Handbook*. Massachusetts: Winthrop Publisher, Inc., p. 143.

⁷² (Susan Anker Susan. 2010. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life* (Fifth Edition). Boston: Bedford/St. Martin's., p. 188.

These are the three main types of loneliness. To avoid loneliness, we should have many friends to share each other. *In addition*, we should involve ourselves to social activities in our environment.

(Adapted from **Patterns: A Short Prose Reader** by Mary Lou Conlin, p.148). Based on the text above, we can map the text into a graphic organizer as follows:

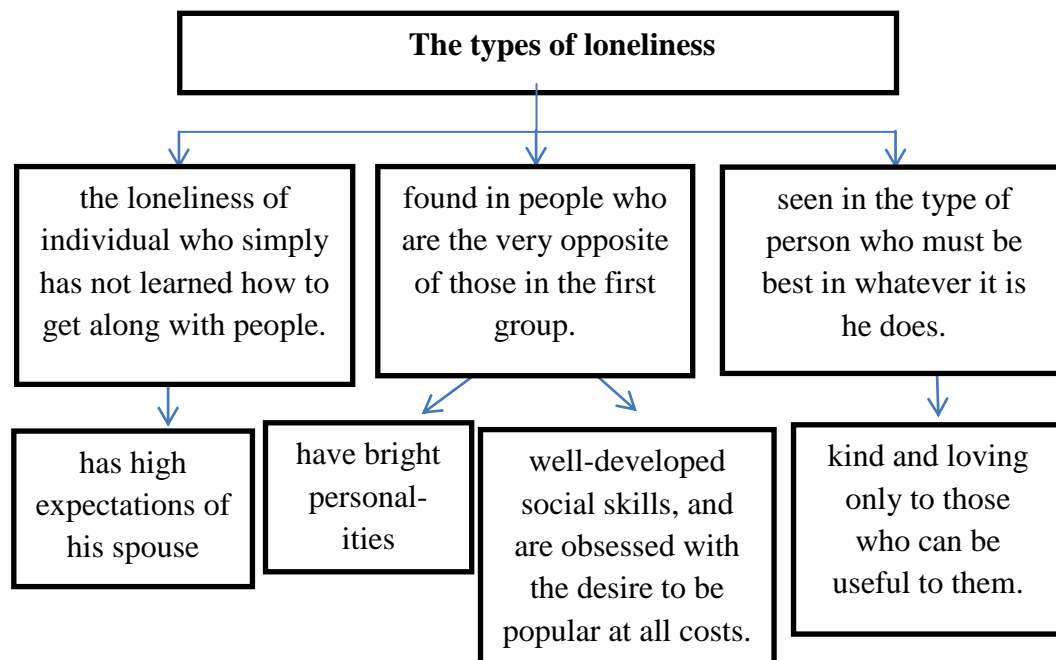


Figure 2.2 Model Graphic Organizer for Classification Essay

3. Graphic Organizer in Process Essay

A process essay is a type of an expository essay, which tells how to do something or how something works.⁷³ It is a method of analysis and explanation in which the writers examine phenomena in their steps or stages to observe how they develop or to provide instructions. Mc Crimmon claim that a process is a sequence of operations or actions by which something is done or made. A process is also a series of actions, changes, functions, steps, or operations that bring about

⁷³ Sabarun. 2003. Fundamental of Writing. Unpublished Malang: Universitas Muhammadiyah Malang, p. 124.

a particular end or result.⁷⁴ There are two types of process essays. First, a process essay that instructs and directs. It gives the reader directions on how he or she can do something. In other words, the reader should be able to do something after having read the essay.⁷⁵ Directional process essays tell how to do something. Second is a process essay that explains or analyzes something. It is so called the explanation essay. It tells the reader how a particular event occurred or how something works. The following is a process essay.

How to Prepare For a Final Test

At the end of my first semester at the Islamic College, I postponed thinking about final tests, desperately crammed the night before, drank enough coffee, and got C's or D's. I have since realized that the students who got A's on their final tests were not just lucky. They knew how to prepare. There are many different ways to prepare a final test, and each individual must perfect his or her own style, but over the years, I have developed a method to prepare that works for me.

First when our professor announces the date, time, and place of the final- usually at least two- weeks before-ask questions and take careful notes on the answer. What chapter will be covered? What kinds of questions will the test contain? What materials and topics are most important? The information we gather will help us study more effectively.

Second, survey all the textbook chapters the test will cover, using a highlighter or colored pen to mark important ideas and sections to be studied later. Many textbooks emphasize key ideas with boldface titles or headlines. Pay attention to these guides as you read.

Third, survey your class notes in the same fashion, making important ideas. If your notes are messy or disorganized, you might want to rewrite them for easy reference later.

Fourth, decide approximately how many hours you will need to study. Get a calendar and clearly mark off the hours each week that you will devote to in-depth studying. Schedule your study time as serious as you are about getting good grades.

Fifth, begin studying systematically, choosing a quiet place free from distractions in which to work- the library, the dorm room, whatever helps you concentrate. Be creative in studying the study material. It could be on cassette tapes, pocket notes, and so forth.

⁷⁴ D'Angelo, Frank J. 1980. *Process and Thought in Composition with Handbook*. Massachusetts: Winthrop Publisher, Inc., p.214

⁷⁵ Fawcett, Susan and Alvin Sandberg. 1988. *Evergreen: A Guide to Writing*. New Jersey: Houghton Mifflin Company. and Sandberg, p.81.

Finally, at least three days before exam, start reviewing. At the last opportunity, refer to your notes, even if you are not prepared to digest all the material. Use the moments just looking at the material can promote learning. Last of all, you should pray to God every midnight.

By following these simple procedures, you may find, as I do, that you are the most prepared person in the exam room, confident that you studied thoroughly enough to do well on the exam (Adapted from **Evergreen: A Guide to Writing** by Susan Fawcett, p. 258).

Based on the text above, we can map the text into a graphic organizer as follows:

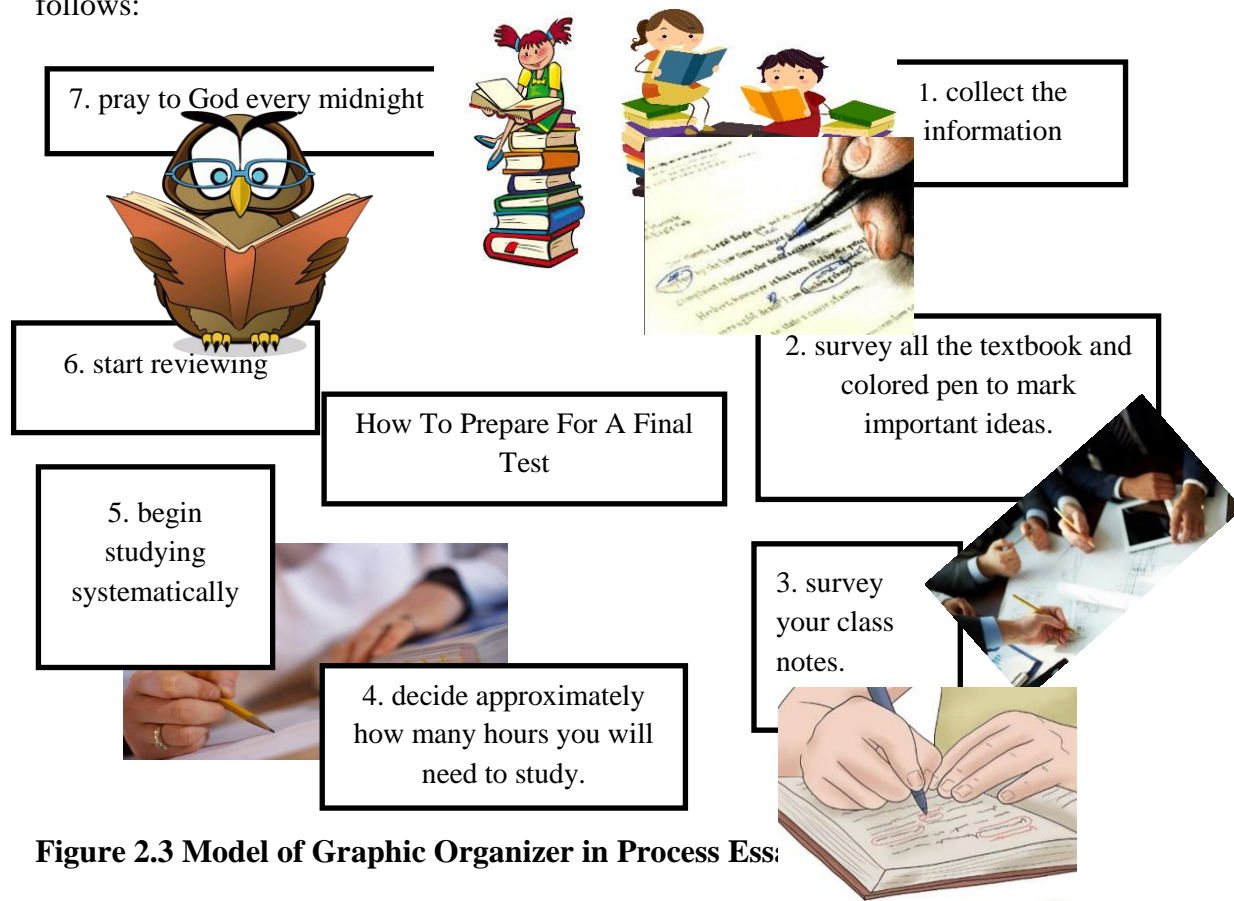


Figure 2.3 Model of Graphic Organizer in Process Ess:

4. Graphic Organizer in Cause and Effect Essay

The cause and effect essay is a type of an expository essay, which is used primarily to answer the questions, “Why did this occur?” and “What will happen next?” The structure of a cause-and-effect essay is a series of events or conditions the last of which (the effect) cannot occur without the preceding ones (causes). A

cause is a force or influence that produces an effect.⁷⁶ An effect is anything that has been caused. It is the result of a force or an action. Here, effect is something worked out, accomplished or produced. The word effect calls to mind such related words and expressions as consequence, result, outcome, production, and so forth. Cause and effect are correlative terms. The one always implies the other. If a tire on our car blows out and our car hits a light pole, there is a correlation between the blow out and the accident. We say that one causes the other. The purpose of cause and effect pattern is to justify or condemn some action, to prove or disapprove an idea, to explain or to give an account of something, to produce a feeling, to investigate, and to draw a conclusion. Cause and effect essay answers such fundamental questions as why did it happen? What are its causes? What are its effects? How is it related casually to something else? It tells why something turns out the way it does. In some cases, a single cause may contribute heavily to a single effect or result. The transition signals used in cause and effect essay are: as a result, for this reason, consequently, by mean of, in effect, accordingly, on account of, and so forth. The thesis statement for cause and effect essay can simply state briefly the causes to be discussed or it may express the most significant cause.⁷⁷ Here, is a model of cause and effect essay.

The problems of air pollution

Air pollution has now been a serious problem in today's society. The air around us has never been entirely pure. *In fact*, it has always contained some natural pollution, or impurities. *For example*, it contains dust carried by the wind and smoke from forest fires caused by lightning. *Also*, it has always contained fine

⁷⁶D'Angelo, Frank J. 1980. *Process and Thought in Composition with Handbook*. Massachusetts: Winthrop Publisher, Inc., p.225.

⁷⁷Sabarun. 2003. *Fundamental of Writing*. Unpublished Malang: Universitas Muhammadiyah Malang, , 2003: 130.

salt particles from the sea and gases from decaying plant life. *Similarly*, it has gases and dust from volcanic eruptions.

Nevertheless, scientists believe that nature's own system served for millions of years to keep the air fairly clean. *First of all*, winds mixed and spread the impurities. *Then*, rains and snows washed the impurities to the ground. *Furthermore*, plants absorbed carbon dioxide from the air and then contributed fresh oxygen. *Thus*, the system ran itself.

In contrast to this, the situation is very different today in many parts of the world. *Indeed*, with the coming of the industrial age and the dramatic increase in world population; our ability to pollute the air began to overtake nature's ability to purify it. *Consequently*, the effects were first felt in areas of heavy industry. *As a result*, people in those areas suffered from lung and heart ailments. *Since then*, the problem has not only increased but also spread throughout the world.

For these reasons, it is important to give attention to controlling air pollution by minimizing the industrial areas and planting some trees in our environment.

(Adapted from **Let's Write English** by Wishon and Burks, p.187)

The text above can be mapped into a graphic organizer as follows:

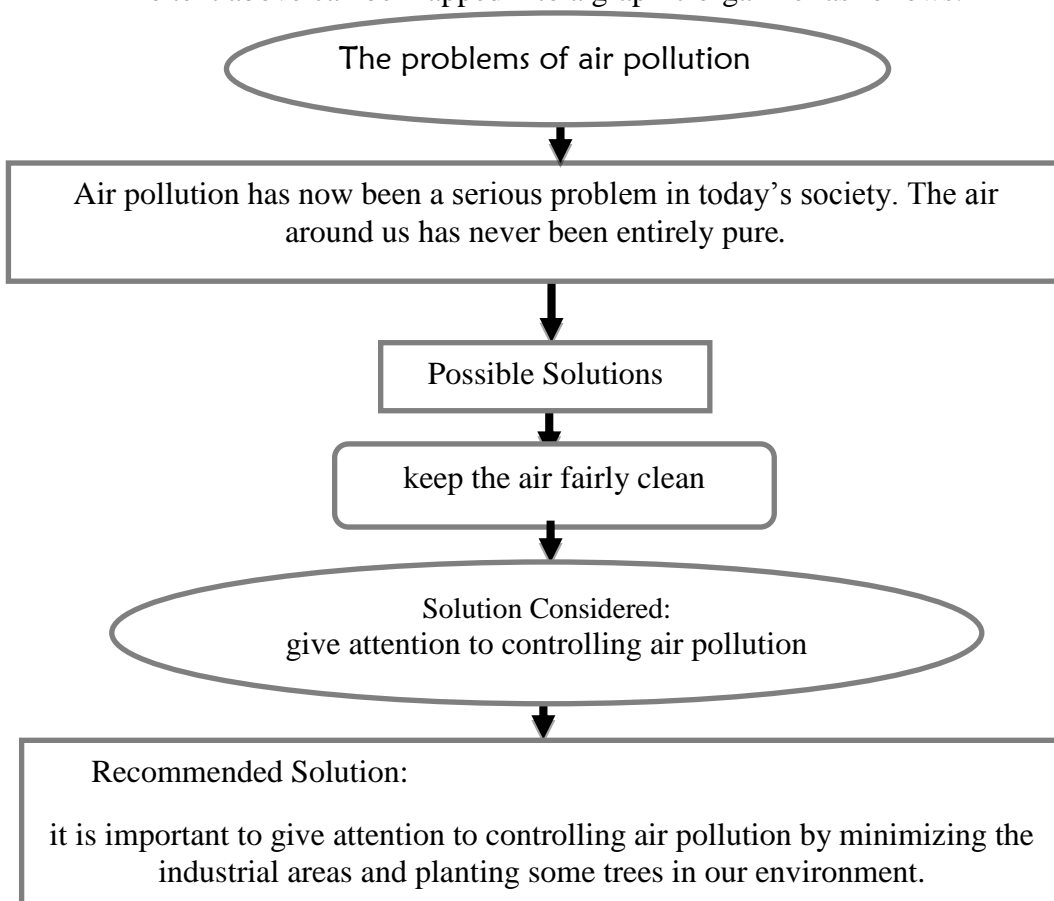
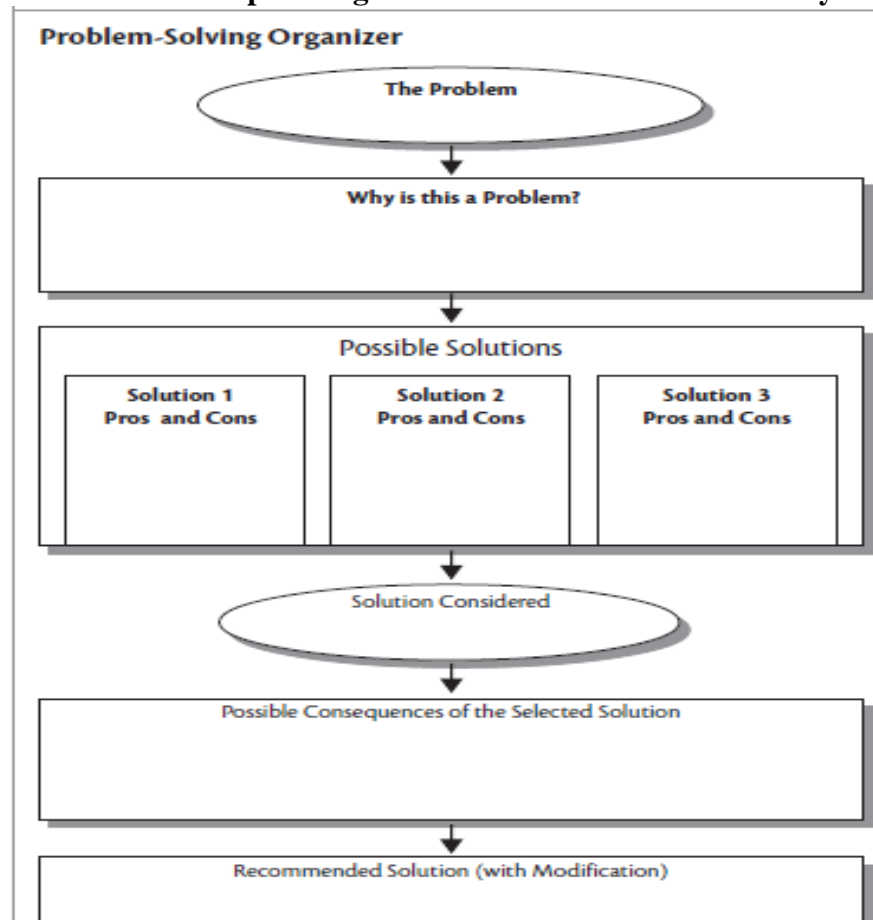


Figure 2.4 Model of Graphic Organizer in Cause And Effect Essay

The Model Of Graphic Organizer In Cause And Effect Essay



5. The Benefit of using Graphic organizer.

There are three compelling reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information. Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful

way to facilitate understanding. Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use ICT based graphic organizers.⁷⁸

6. The teaching of writing comparison and contrast essay using ICT Graphic Organizer

a. Purpose

The purpose of teaching of writing comparison and contrast essay using ICT Graphic Organizer is to help students better understand a subject we are studying by having them compare that subject with another to identify similarities and differences. A version of the Venn diagram, this compare-contrast organizer helped students make comparisons at a biographical level between historical or contemporary figures, or at a broad cultural level between groups of people, types of governments, or religions.

b. How to Use the Organizer

Assign or have students choose two subjects to compare that will help them better understand the unit of study. For example, in a study of colonial America, the Compare-Contrast Profiles graphic organizer can be used to compare two figures, such as two opposing leaders (Generals Washington and Cornwallis), two groups of people (French and British settlers), two religions or branches of a religion (Puritanism and Protestantism), or two types of government (democracy

⁷⁸ Edwin Ellis. 2004. *Q&A: What's the Big Deal about Graphic Organizers?* online URL: www.GraphicOrganizers.com (251) 961-2407. P. 2

and monarchy). Make sure resources are available for students to research the two subjects and make the chosen comparisons. Help students get started by brainstorming some categories by which to compare their subjects. Then distribute copies of the graphic organizer. Have students label the profiles on the organizer, writing one subject name at the top of each profile. Tell students to record differences between the subjects in the appropriate profile, using the spaces that do not overlap. Have them record similarities between the subjects in the overlapping space. When students compare two figures, you may want to refer students to the categories on the Résumé Builder graphic organizer on page 19. For students who need more support, have them first work in small groups or pairs to complete resume organizers for two different figures, and then have them complete this compare-contrast organizer using the biographical information they have collected.