CAUSE AND EFFECT PARAGRAPHS IN "THE HISTORY OF AMERICA" ON MICROSOFT ENCARTA PREMIUM 2008

THESIS

Presented to Maulana Malik Ibrahim the State Islamic University of Malang
In Partial Fulfillment of the Requirement
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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES AND CULTURE
MAULANA MALIK IBRAHIM
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CERTIFICATE OF THESIS AUTHORSHIP

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Certify that thesis I wrote fulfill the requirement for sarjana entitled

"Cause and Effect Paragraphs in 'the History of America' on Microsoft Encarta Premium 2008" is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if any objection or claim from other.

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This is to certify that The Sarjana's thesis of entitled "Cause and Effect Paragraphs in 'the History of America' on Microsoft Encarta Premium 2008" has been approved by the thesis advisor for the approval by the board examiners.

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In the name of Allah the Most Gracious and the Most Merciful

All praise be to Allah S.W.T, I thank Allah praised be the lord. Due to His mercy and aid I have been able to complete writing the thesis entitled *Cause and Effect Paragraphs in "the History of America" on Microsoft Encarta Premium 2008.*

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Malang, November 12, 2008

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DEDICATION

This thesis is dedicated to:

My beloved father and mother

My late brother and a sister, all my families, my friends, and

The Koran lovers

MOTTO

"Indeed, hardship is always followed by ease"

ABSTRACT

Firman Hidayat. 2008. *A Cause an Effect Paragraphs in "the History of America" on Microsoft Encarta Premium 2008.* Thesis, English Letters and Language Department. Faculty of Humanities and Culture. The State Islamic University of Malang. Advisor : Drs. Langgeng Budianto, M.Pd.

Key words   : Cause and Effect Paragraph, the History of America

Writing is a way of communicating between the writer and readers. This aims to make the reader understand what the writer's idea or main point. To produce effective writing, it is important to know each component that establishes a good writing. One of them is paragraph. There are several processes in the paragraph development. A cause and effect paragraph is one of them. Cause and effect paragraph explains why something happens and then discusses the results. Indeed, cause and effect is one of the mostly-used forms of organization in academic writings.

"The history of America" is one of articles in Microsoft Encarta Premium 2008 which tells about the story of how the United States from the beginning in the 16th century until modern times. In this article, the writers of course employed cause and effect to tell to the reader why each event happened and what the result.

This study is focused on cause and effect paragraphs. There are two main ways to organize cause and effect paragraphs: "chain" organization and "block" organization. The purposes of the study are (1) to describe types of cause and effect paragraph are used in "the History of America on Microsoft Encarta Premium 2008", (2) How the authors apply these types of cause and effect paragraphs in "the History of America on Microsoft Encarta Premium 2008".

In conducting this study, the researcher used qualitative method. The data are taken from the paragraphs that are used in the History of America. In obtaining the data the researcher used several steps: (1) read through the texts of the History of America by applying skimming-technique, (2) highlight each item of data contains cause and effect, (3) takes around 24 data. Then, the data were analyzed by identifying and describing the cause and effect relationship. Finally, conclusion can be drawn from the result of the study.

The findings of this study show that the cause and effect paragraphs are used in this article in (1) chain organization (2) block organization, (3) a combination of block and chain organization. The most dominant use is chain organization that stated cause and effect relationship directly.

Finally, this study may give benefit especially on the writing study and the students may find that Microsoft Encarta can be used as one of valuable sources of learning material about the application of writing theories. For the researchers who will do research on the same field, they can develop the analysis by discerning other types of paragraph development like chronological process.

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CHAPTER I

INTRODUCTION

This section discusses about background of the study, research problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Writing is a basic tool of civilization. Without it, the world as we know it could not exist. Writing is extremely important in academic life so that some universities have several ways to encourage their students to improve their writing ability, one of them is providing online writing center as an interactive media for practicing and studying (Oshima & Hogue, 1993, p.3). Considering its function, the researcher notices that writing is classified as a basic subject at schools and universities. At the State Islamic University of Malang, especially the English Letters and Language Department, Writing is one of the basic subjects besides Listening, Reading, Speaking, and Structure. The writing skill is necessary for the students because it can be used to do class assignments, thesis, or specific future intentions like school tests or job application letters. As a form of language skills, writing is considered to be the most difficult to master because writing does not only require a skill of how we organize our ideas so that they form united piece of writing but also think logically (River, 1981, as cited in Ahmadin, 2004).

For both native speakers and new learners of English, it is important to note that writing is a process, not a product (Oshima & Hogue, 1993). It means

that there is no complete writing; it always needs to review and revise. According to White and Arndt (1991), writing is considered as a way of learning and developing as well as a communication skill. In this perspective, before writing, writers are thought to know only partial ideas of what they are going to write (Caudery, 1995). It is also argued by Wingersky as in the following:

> Writing is a process through which we discover, organize, and write our thoughts to communicate with a reader. When we speak, we have tone of voice and facial expressions to help we get our point across. We also have the chance to clarify miscommunications quickly. When we write, we have only words and punctuation to form our message. But we do have the opportunity to organize our thoughts and words until with the finished product.

Therefore, when writing, be mindful of the fact that once something is in written form, it cannot be taken back. That is why communicating in this way is deemed more concrete than verbal communications, with less room for error and even less room for mistakes (Strunk & White, 1995). For this thing, it indeed can be attained to bring to notice the process of writing.

There are several stages of the process of writing. However, some researchers classify the stages differently. Flowers and Hayes (1980) argue that the process of writing includes planning, remembering, writing, and re-reading. Caudery (1995) states the planning, drafting, and revising take place throughout the process of writing. A more detailed account of stages in process writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. The first three stages –generating ideas, focusing, and structuring– are self-explanatory activities classified as the pre-writing stage while the writing activity starts from drafting. Drafting is concerned

with how ideas can be organized and how readers can be led to a conclusion with a sense of completion. Evaluation deals with the cultivation of a sense of responsibility for being critical to the writing. Reviewing aims at developing critical capacities and enriching the repertoire of linguistics resources for writing.

The most essential process of writing is paragraph development. Paragraph development is more than just writing a few sentences that occupy the same space in a paper. It is an organic process that makes intricate links between various ideas (Rosen and Behrens, 2003). These links ultimately connect to form one single idea that runs throughout the entire paper.

In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discusses one main subject. In U.S. formal academic English, paragraphs have three principal parts (Walters, 2000). These three parts are a topic sentence, supporting sentences, and a concluding sentence. A topic sentence encapsulates or organizes an entire paragraph and usually appears at the beginning. Supporting sentences expand on the topic sentence and a concluding sentence summarizes the main point of the paragraph. Mostly, these components are overlooked by writers especially those are novice writers. In order that any great ideas or information they have cannot give great impression on the reader.

As explained above, when we have written a satisfactory topic statement, we will want to follow it up with a number of supporting statements. These statements should follow patterns of organization. According Arnaudet and Barret (1989), there are some of the commonly used patterns of organization in scientific

and technical writing: simple listing, description, definition, chronological order/sequence, comparison/contrast, and cause and effect. More than one pattern of development may be used in a series of paragraphs. Nevertheless, the most commonly used pattern in organizing the paragraph in such kind of composition is the cause and effect (Kuttner, 1983)**.** Since it is indispensable to writers who explain politics, human behavior, the hard sciences, and some phenomenon in society or nature, for examples, what were the causes of the American civil war? the causes of World War I? the causes of the American great depression?.

In Addition, we are often much too casual about assuming that a cause and effect relationship exists. We notice that one event follows another and assume that the first event caused the second (Conlin, 1990). In making this assumption, we are guilty of the logical fallacy called *post hoc, ergo propter hoc"*after this, therefore because of this" (Stevens, 1983). In other words, we cannot assume that just because something follows something else chronologically that the earlier event caused the later event. A cause and effect is actually correlation (D'angelo, 1980). Therefore, understanding the relation between causes and effects is extremely important and communicating writers' understanding in writing is significant evidence of writers' ability to reason clearly and accurately.

There are several reasons why this research is essential to be conducted. Firstly, the attempt to analyze cause and effect is at the heart of all scientific disciplines. It is a central concern of our daily lives. We often see effects all the time; causes are harder to identify (Heasley, 1987). Secondly, cause and effect paragraph is also most common paragraph models used whether in academic

writing or in any kind composition (Oshima and Hogue, 1993). It is intriguing to explore the causes of some event that always take for granted or to chronicle the effects of some phenomena in society or nature.

In this study, the researcher concentrates on *Microsoft Encarta Premium 2008* as the data object of the research especially on an article "The History of America". Encarta is encyclopedia software in which most of people in the world access it to get as much information as possible. It provides more up to date content including over 60.000 English articles, over 25.000 photos and illustrations, over 800 videos and interactive activities and over 3.000 sounds and music clips (The New York Times, 2009). In fact, only some people, especially both students and lecturers at English Department, who are familiar with this useful software program. Hence, through choosing this program as data object, they will be aware of the benefit as a source of teaching and learning process.

The History of America is one of the articles cited in Microsoft Encarta written by two native speakers of English, experts of history from two great universities in America. They are Paul E. Johnson, professor of history, University of South Carolina and Nancy Woloch, adjunct associate professor of history, Barnard College, Columbia University. It was chosen because of two reasons. Firstly, this article is written in the form of paragraphs. Secondly, this article is classified as a scientific writing that has a number of purposes including making a logical argument, explaining why something happened, and predicting some future sequence of events. These purposes are mostly written in the forms of cause and effect paragraphs.

Moreover, sometimes we can recognize at once that a writer establishes paragraph with cause and effect mode because the writer uses words like *because, therefore, as a result, and consequently* to signal a cause and effect relationship. However, there are several writers that will not necessarily indicate cause and effect directly because cause and effect has been obvious only from the arrangement of ideas or the topic sentence (Conlin, 1990). Thus, the researcher wants to identify whether the writers of *The History of America* only describe cause and effect directly by using signal words or imply cause and effect from set of ideas logically or combination of both.

This research has several previous studies which are relevant and linked to the topic investigated; Isu (2006) has investigated *writing strategy used in the preface of the textbooks written in English.* Selasti (2006) has conducted research about *descriptive writing used in crime and punishment by Fyodor Dostoyevsky* and Miranti (2008) has accomplished her research *an analysis on coherences used in features article in women's weekly magazine.*

Considering the explanation above, the researcher was curious to know the ways or techniques of organizing cause and effect paragraphs in "The History of America" on Microsoft Encarta Premium 2008. To accomplish his curiosity, the researcher carried out a research entitled "Cause and Effect Paragraphs in 'the History of America' on Microsoft Encarta Premium 2008".

1.2 Research Problems

Based on the background of the study in the previous discussion, the following research problems are formulated:

1. What types of cause and effect paragraph are used in "The History of America on Microsoft Encarta"?

2. How do the authors apply these types of cause and effect paragraphs in "The History of America on Microsoft Encarta"?

1.3 Objectives of the Study

As stated in the research problem, this study aims at answer the research question by identifying and classifying what types of cause and paragraph used in "The History of America" and describing how the cause and effect paragraphs used in "The History of America" on Microsoft Encarta Premium 2008.

1.4 Significance of the Study

By finishing this thesis, the researcher hopes that the findings of this study will be useful for:

1.4.1 Students

    a. It can easily assist them in both identifying and producing cause-effect paragraph.

    b. They can practice cause and effect writing skills on environmental topics.

1.4.2 Teachers/Lectures

a. They can use it as a useful source of teaching writing and explaining to the students about the strategies of analyzing and organizing cause-effect paragraph.

b. They can provide an effective way for their students to focus on cause-effect paragraph writing. It can be reached by reviewing what a classmate has written.

1.4.3 Readers

a. It can enrich their knowledge about the way of composing cause and effect paragraph.

b. It can give benefit to the readers in seeking effortlessly the cause or the effect of the events in any topics they read.

c. They can grasp the meaning of each of related events while reading, then the comprehension will be heightened.

1.5 Scope and Limitation

The researcher investigated paragraphs in "the History of America" on Microsoft Encarta Premium 2008. The scope of his research is the cause and effect paragraphs existing in the article "the History of America".

In this research, he limited his research only to the use of cause and effect pattern in the paragraphs of "the History of America". The researcher would disregard the other patterns of paragraph development, some parts of the grammar, the punctuation, and the spelling of the texts.

1.6 Definition of the Key Terms

To avoid and to eliminate the ambiguity of this study, several terms are defined as follows:

1. Cause and effect paragraphs : A group of sentences that develops a main idea and shows close relationship among certain events in "The History of America" by describing why something happened? And what is the result?

2. The History of America : The entire allied events which happens in America time by time in a long period. It is begun from colonialism age in the 16th century until modern times.

3. Microsoft Encarta Premium 2008 : Encyclopedia software program created by Microsoft Inc. which contains a lot of information all over the world. One of them is an article entitled 'The History of America'.

4. Chain Organization : The way of organizing cause and effect paragraphs which are always directly related. In the causal chain, one effect can become a cause of another effect, which in turn becomes a cause of another effect, and so on.

5. Block Organization : The way of organizing cause and effect paragraphs which are not directly related. In this type, we first discuss all of the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then we discuss all of the effects together as a block.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is concerned with several concepts which are linked to the topic of the research including paragraph, topic sentence, supporting sentences, concluding sentence, unity and coherence, models of paragraph, cause and effect development, and previous study.

2.1 Paragraph

In any language, the most essential unit of composition is the paragraph. The word 'paragraph' is taken from the Greek *paragraphos*,"to write beside" or "written beside". It can be defined as an autonomous unit of organization in writing or dealing with particular point or idea. It helps to break a large body of text into smaller sections so that it is easier to read and to understand. According to Oshima & Hogue (1999), a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph consists of several sentences that are grouped together. This sequence of sentences together cooperates in supporting one main point. In general, the purpose of a paragraph is to express one point, idea or opinion and to distinguish one main idea from other main ideas (Arnaudet & Barret, 1981).

A paragraph has various lengths. It can be short that only has one sentence, five sentences, ten sentences, or even one page. A paragraph, however, is a collection of sentences or a single sentence that forms a unit (Lunsford and

Connors, 2003). It is not important about the number of sentences that construct a paragraph, but the unity and coherence of ideas among those sentences.

The length is not a factor in determining whether a set of sentences is a paragraph. Nevertheless, the paragraph should be long enough to expand one main idea obviously. Thus, it is not enough to say that a paragraph is a group of sentences. Moreover, a paragraph must be unified, coherent, and complete (Smalley & Ruetten, 1986).

2.2 The Elements of Paragraph

Some of the central components of paragraph development should obtain a closer look. These components are often overlooked. A well-written paragraph should have these components such as topic sentence, supporting sentences, concluding sentence, and unity and coherence.

2.2.1. Topic Sentence

Every paragraph requires a topic sentence. A topic sentence is defined as a sentence that states main idea of a paragraph–what the paragraph is about (Hall, 2007). It tells the reader what to expect about the information that will follow. It is usually, but not always, at the beginning of a paragraph. In addition, it does not have to be confined to a single paragraph: often a topic statement is extended over the first two sentences of a paragraph. However, it should always contain one or more key words directly related to the topic, and it should be as complete a statement of the main idea as possible without getting into too much detail and

making the sentence excessively long. Likewise, if possible, it should suggest how the topic will be developed (by comparison and contrast, by cause and effect analysis, etc). Hence, a topic sentence briefly indicates what the paragraph is going to discuss.

Marques (1999) illustrated a topic sentence in the paragraph as in the following:

> The topic sentence of a paragraph is like a contract between writer and reader. The writer is saying, in effect, "I have an idea I want to explain to you." The reader is answering, "All right, explain it to me." For the writer to hold to the contract, he or she must explain the idea stated in the topic sentence. Therefore, the topic sentence controls the content of the paragraph.

A topic sentence makes a general statement that is wider in its scope than the rest of the sentences in the paragraph. Without the use of a topic sentence, developing a paragraph can be extremely difficult (Rosen & Behrens, 2000). A good topic sentence is broad enough to be developed by specific details. However, if a topic sentence is too general, the remainder of the paragraph will have to be either extremely long in order to give an adequate explanation of the idea, or it will have to contain nothing but more general statements. In conclusion, it is difficult to say whether a topic is good or bad, it is possible, however, to say that one topic sentence is better than another.

2.2.2 Supporting Sentences

A successful paragraph should contain concrete support for the topic sentence. It can be accomplished by using specific and factual details (Oshima & Hogue, 1999). In other words, supporting sentences must be directly linked to the topic sentence of the paragraph. When the sentences of the paragraph are not consistent with the main idea provided by topic sentence, the paragraph lacks unity. So, every sentence in the paragraph should relate to the main idea.

Supporting sentences are defined as the sentences within a paragraph that support the topic sentence or the main idea of that paragraph (Faigley & Graves, 2008). These sentences elaborate upon and provide the evidence for the idea expressed in the topic sentence. There are many ways to do this. Some possible techniques are *definition, classification, analysis, examples, direct quotes, explanations, details, etc.*

A good use of details will help to get main idea across. Also, it can convince to the reader of what is going to be discussed as stated in the topic sentence. Whenever possible, the writer should include enough details in paragraphs to help the readers understand exactly what she/he is writing about (Reid, 1994). Besides, supporting sentences should be arranged in logical order. Sometimes, it can be presented by providing and using transition words. Arrangement of support sentences might be based on importance (usually least to most), time (usually first to last), or even space (far to near, near to far), or just about anything, as long as it serves the writer's purpose.

2.2.3 Concluding Sentence

The concluding sentence summarizes the main point of paragraph. In general, this concluding sentence has two aims: (1) to restate the main point developed by the body sentences and (2) to signal the reader that this is the end of the paragraph. The concluding sentence should not, however, contain a main idea or, worse, a strong opinion. It is merely supposed to leave the reader with one last, light thought to consider (Reid, 1994). So, when write a concluding sentence, make it a suggestion, a recommendation or a prediction. And keep the language light and speculative.

A concluding sentence is not completely necessary; in fact, a concluding sentence is not expected for every paragraph in a multi paragraph. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it signals the end of the paragraph and because it is a remainder of the important points (Oshima & Hogue, 1999, p. 26).

A concluding sentence often begins with transitional words to signal the reader. There are some transitions usually used with concluding sentence such as; in other words, finally, in brief, in short, therefore, in conclusion, thus, indeed, as a result, etc.

Thus, the concluding sentence leaves the reader with a restatement of the paragraph's main idea. Without a good concluding sentence, the writer cannot end a paragraph effectively.

2.2.4 Unity and Coherence

These are the other most important aspects of effective paragraph. Every good paragraph should have unity and coherence. Campsall (2007) argues that "unity means the writing is unified". This means that a paragraph discusses one and only one main idea from beginning to end. For example, if a paragraph is about the advantages of entering UIN-Islamic State University of Malang-, discuss only that. Do not discuss the disadvantages. In addition, unity of a paragraph is that every supporting sentence must directly explain or prove the main idea (Henning, 2008). So that, each words and sentence seems to be leading its reader towards greater understanding of the overall theme or controlling idea.

Furthermore, maintaining unity in a paragraph necessitates that every sentence in a paragraph or every paragraph in a composition should be closely related to the topic. In other words, each phrase and sentence should illustrate, clarify, explain, support and/or address the idea that the topic sentence puts forward (University of British Columbia Writing Center [UBC], 2007). A strong paragraph will eliminate sentences that do not relate or help develop the paragraph's main idea. Thus, a unified composition will only have paragraphs that are crucial to developing the topic.

Coherence is another important element of a good paragraph. The Latin verb *cohere* means "hold together". Having coherence in writing means that all sentences must hold together. That is, the movement from one sentence to the next one must be logical, smooth, and natural flow from one idea to another (Oshima & Hogue, 1999). There shouldn't be a sudden jump—each sentence flows smoothly into the next one.

Coherence is also product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, Kies (1995) states that "writers must make their patterns of coherence much more explicit and much more carefully planned". Coherence itself is the product of two factors — paragraph unity and sentence cohesion.

There are several ways to create coherence in a paragraph or multi paragraph text. Marques (1999) divides it into several stages; first, use transitional words. It functions connect ideas from one sentence to the next. Second, arrange ideas in logical order/numerical sequence. It aims to direct the reader from one point to the next. Third, referring or repeating to keywords, phrases, events, or ideas that have already been introduced. Fourth, structuring each paragraph according to one of the following patterns such as general to particular, particular to general, whole to parts, question to answer, and effect to cause. These patterns help to organize sentence.

2.3 Models of Paragraph Development

The development of paragraph is extremely necessary in creating unity and coherence in a piece of writing. The key word of it is development. Development is the process by which the writer should support or explain the central idea of a paragraph, essay, or other piece of writing (McGraw-Hill Higher

Education, 2003). By following a consistent pattern of organization of paragraph, the writer will satisfy the reader's expectations and allow him or her to process the paragraph as a unified whole.

Some experts have distinctions in dividing paragraph models. There are six patterns of paragraph development that are most frequently found in the textbooks (Anonymous, 2008). These models are simple listing/enumeration, definition, description, chronological order/sequence, comparison/contrast, and cause and effect. These all models can be used separately or in combination with any of others. **It depends on the purpose of paragraph of writing conveyed to the reader.** Therefore, which best model of paragraph development that is suitable for a piece of writing; the writer is supposed to know what the purpose of his /her writing is. By doing this step, it will help the writer create outlines and write first drafts of the paragraphs **(Basic unit of thought, …..).**

Simple listings, the items in a paragraph are randomly listed in a series of supporting facts or details. These supporting details are equal value, and this is not important to present them orderly (Stevens, 1983). Changing the order of the items does not change the meaning of the paragraph. Thus, these items can be arranged or rearranged any way at all. The advantage of this freedom is the writer can arrange them with the most important item in the most prominent position, namely, on top (Arnaudet & Barret, 1981). This model is frequently used in scientific and technical writing like describing an experiment and writing a progress report. Signal words often used for simple listing are *in addition, a number of, another, for example, several, and also.*

Description is like listing; the characters that make up a description are no more than a simple listing of details. It is mainly for informative and narrative writing; provide details that will help the reader visualize writer's explanation (D'angelo, 1980). It is usually used to describe something or someone, for instance what she/he likes and dislikes, where she/he lives, what is her/his favorite food, etc.

Definition, The writer defines a subject, beyond the dictionary definition by providing examples, by comparing or contrasting the subject to other subjects, or by citing antonyms of the subject (Walters, 2000). This model is devoted to defining complex terms or ideas and to help control the meaning and scope of important terms. In addition, the concept is initially defined and then further expanded with examples and restatements. Signal words often used for definition are *is defined as, is called, means, refers to, and is described as.*

Chronological order or sequence, The writer lists items or events in numerical or chronological order (Walters, 2000). In this case, the order is important and change it would change the meaning. It is commonly used, for example, to either describe or prescribe a step-by-step procedure. Cue words often used for chronological order or sequence include *first, second, third, next, then, and finally.*

Comparison-contrast, the writer presents how two or more things are alike (the similarities) or are different (the contrasts). A paragraph may use both comparison and contrast (Reid, 1994). The writer's purpose is to show similarities

and differences. *Different, in contrast, alike, same as, but, however, and on the other hand* are cue words and phrases that signal this structure.

   Cause and effect, in this pattern, one item is illustrated as having produced another element. An event (effect) is said to have happened because of some situation or circumstance (cause). The cause (the action) stimulates the event, or effect (the outcome). It is often employed to explain scientific findings and a historical event for a number of purposes, including (1) making a logical argument, (2) explaining why something happened the way it did, and (3) predicting some future sequence of events (D'angelo, 1980). *Consequently, as a result, therefore, hence, and because* are common words and phrases that cue this structure.

2.4 Cause and Effect Development

   In the preceding subchapter, I have already described six patterns of paragraph development including cause and effect model. In this section, it would be concentrated on cause and effect in more detailed because the topic of the research is concerning with cause and effect paragraph.

   There are two key terms that construct 'cause and effect paragraph'. First, a *cause* is described as a force or influences that produce an effect. It is an agency or operation responsible for bringing about an action, event, condition, or result. Second, an *effect* is defined as anything that has been caused. It is the *result* of a force or an action. Another meaning of the word *effect* is *something worked out, accomplished,* or *produced.*

Cause and effect are correlative terms. The one always implies the other (D'angelo, 1980). For instance, if a tire on the car blows out and the car hits a light pole, there is a correlation between the blowout and the accident. We say that one causes the other. A cause-and-effect paragraph helps a reader understand why things happen. It is intriguing to explore the causes of some event that always took for granted or to chronicle the effects of some phenomenon in society or nature .

Every time we try to answer a question that asks "Why?" we truly engage in the process of causal analysis. We attempt to determine a cause for an effect. Showing causes, reasons, effects, and results or consequences is a natural way of thinking. We are using causal analysis whenever we excavate an event or statement and ask, "Why did this happen?" or "What are the effects of such an act or statement?" Sometimes, many causes contribute to a single effect or vise versa many effects may result from a single cause. For instance, if there are too many causes to deal with in the scope of the paragraph, the writer will have to decide what the main causes are, and then suggest to the reader that there are other causes outside the scope of the paragraph.

A cause and effect composition often appears to be structured along the lines of chronological progression and the structure can, in fact, be similar. The difference, of course, is that a process paragraph explains *how* something works or how something came to be as it is, whereas a cause and effect paragraph explains *why* something works as it does or why it came to be what it is. As stated by Frank J. D'angelo that cause and effect is related to narration and to process

because all three are concerned with chronological progression. But in cause and effect, we are more interested in the *why* than in the *how.*

In causal analysis, we can reason either from effect to cause or from cause to effect. When reasoning *from effect to cause,* we start with something that already exist (the effect) and try to determine what made it happen (the cause). We can also reason *from cause to effect* by starting with something that has happened or may happen (the cause) and trying to determine what effects it has produced or might produced. Whether the writer works from effect to cause or cause to effect, one of the writer tasks will be to show that the effects discussed really are the results of the causes which have been identified.

2.4.1 Types of Cause and Effect Organization

In organizing cause and effect paragraph, there are two types that commonly used; "block" organization and "chain" organization. When several causes are discussed first in one, two, three, or more paragraphs, depending on the number of causes, then followed by some paragraphs which discuss all effects together as a block. This is called block organization. While in chain organization, cause and effect are discussed directly for instance a first cause and its effect, a second cause and its effect, a third cause and its effect, and so on. Usually, each new cause is the result of the preceding effect. In addition, discussion of each new cause and its effect begins with a new paragraph. All causes and effects are linked to each other in a logical chain.

2.4.2 Structural Signals

The first cause-effect, the second cause-effect, the final cause-effect, and certain other basic structures are commonly used in writing cause-effect paragraph. According to Arnaudet and Barret, there are two principle types that are necessary to write cause and effect. First, *sentence connectors* in which two complete grammatical sentences are connected with words and phrases, each with a subject and verb. The signals of cause and effect in this type include *as a result, consequently, therefore, because of this, hence, so that, such that, since, because,* and *because of the fact that.* Second, *predicate structures* in which the choice of the verb indicates the cause-effect relationship. So, the words and phrases used represent the predicate of a single grammatical sentence. The signals of cause and effect in this type include *is the reason for, is responsible for, leads to, contributes to, result in, cause, results from, follows from, is due to, is a result of,* and *is a consequence of.*

2.5 Previous Study

There are three prior studies connected with this research. First, Middle Conneno Isu who has investigated *the use of writing strategy in the preface of textbooks written in English.* Generally, writing strategy can be classified into narration, description, exposition, argumentation, and persuasion. He analyzed the data from the paragraphs in the preface of textbook on economics, politics, and linguistics written in English. The data are collected by using stratified random sampling method. From the results of his study, he has concluded that the types of

writing strategies applied in the preface of textbooks on economics, politics, and linguistics involving narration, description, exposition, and argumentation. But, narration is not employed in the preface of political textbook, while persuasion is not found in these prefaces. He also has described the characteristics of each writing strategy which is applied in these prefaces particularly in explaining the characteristic of exposition through cause and effect. For instance why certain topics are included in the textbook and others are not.

Second, Dewi Yulia Selasti who has more specific investigation than Middle Conneno Isu namely about *descriptive writing used in crime and punishment by Fyodor Dostoyevsky.* As clarified in the preceding explanation above that descriptive writing is one of writing strategies. In contrast, she used a novel 'crime and punishment' as the data object rather than textbooks/scientific books or articles. There are two categories of descriptive writing that is objective and subjective description. Objective description is to provide factual information about something for someone who will use it and subjective description is to create a mood, a feeling or impression in the reader's mind. In the result of her research, she concluded that the type of descriptive writing used in *criminal and punishment* is subjective description and the strategies of descriptive writing used in *criminal and punishment* involving naming, detailing, and comparing. In one paragraph at least uses two basic strategies of descriptive writing that is naming and detailing. The use of comparing in the paragraph is not always in the form of simile or metaphor but also in comparison of adjectives.

Third, investigation by Tri Miranti who has accomplished her research about *the use of coherence in features article in women's weekly magazine.* This is the most recent research which analyzed coherence within paragraph and coherence between paragraphs. She drawn conclusion from the result of the study, first, all features articles apply repetition of key nouns, using pronouns, parallelism, logical order and transition signals are used to maintain coherence within paragraph. Second, transition signals are also used to maintain coherence between paragraphs.

The similarities between previous research and present research are generally, the area of research is about writing, the research method used is descriptive qualitative and the focus of research is concerning with paragraph. The differences also appear involving the data object use and very specific topic that is about cause and effect paragraph which is a part of paragraph development.

CHAPTER III

RESEARCH METHOD

This chapter presents several parts concerning research method such as research design, the data and data source, the key instrument, the data collection, and the data analysis and interpretation.

3.1 Research Design

According to Ary and Jacobs (2002), "the research design is the researcher's plan of how to proceed to gain an understanding of some groups or some phenomena in natural setting". The design is initiated with the general statement of research problem or topic. In this study, the topic of research has been formulated as follows "Cause and Effect Paragraphs Analysis in 'The History of America' on Microsoft Encarta Premium 2008".

The research design of this study follows the general guidelines of qualitative research, since the basic interest of my study is in understanding and interpreting the social phenomena. In this case, the study focused on language phenomenon that analyzes the use of cause and effect paragraphs in "the History of America". Qualitative research is also more concerned with finding the answer to questions which begin with *why?, how?,* and *what or in what way?* Rather than *how much?, how many?, and how often?*. It is related with the research problems in this study involving *What types of cause and effect paragraph are used in "The History of America on Microsoft Encarta Premium 2008?"* and *How are the cause and effect paragraphs used in "The History of America on Microsoft*

Encarta Premium 2008?". Hence, this study employed qualitative research as the research method. Besides, the data are in the form of written words, texts, and phrases.

Descriptive method is also used in this study. The aim is to describe systematically a situation or area of interest factually and accurately (Rosidi, 2008). Hence, this study is an attempt to increase our understanding about cause and effect paragraphs which is used in article "The History of America" on Microsoft Encarta Premium 2008. In addition, the data are analyzed and interpreted based on Oshima's theory about organization for cause and effect order in paragraphs.

3.2 Data Source

The data source are in the forms of article which is taken from an encyclopedia software namely Microsoft Encarta Premium 2008. In this encyclopedia, many articles are discussed with various topics including people and society, science and nature, arts and literatures, and history. In this study, the researcher chooses the article of history as data source and specifies on "The History of America" rather than the history of other states. In this article, all aspects -cultures, religion, society, government, etc. - of American history are covered from colonial beginnings in the 16th century until modern times. It also consists of various types of paragraphs. But the overall patterns of paragraphs are not investigated by the researcher. Thus, the researcher focuses only on cause and effect paragraphs.

In each events happened in the American history cannot be separated from the relationship between cause and effect. It deals with why these events happened in America? And what are the results?. For that reason, the researcher wants to analyze on cause and effect paragraphs use. Data are only taken from cause and effect paragraphs, then, classified into the types of cause and effect paragraph, whether Block organization or Chain organization.

3.3 Research Instrument

The primary instrument in collecting and analyzing the data of paragraphs in "The History of America" is the researcher himself. As stated by Janesick in Ary (2002) that qualitative design requires the researcher to become the research instrument. This means the researcher must have the ability to observe the behavior and must sharpen the skills necessary for observation.

3.4 Data Collection

I collect the data by reading the texts of article "the History of America". In this case, the technique of comprehensive reading that is skimming used. It is very high-speed reading. I do not need to read every word, only the general sense of paragraphs or texts that are related to. For example, through looking for the words or phrases which signal the cause and effect paragraphs or by putting the question word 'Why' on the sentence that are seemingly having causal relationship. Therefore, by using this technique of reading, I can classify that the paragraphs have cause and effect relationship. Then, interpreting and analyzing the data can be conducted.

3.5 Data Analysis

Analysis of data in a research project involves summarizing the mass of data collection and presenting the results in a way that communicates the most important features (Hancock, 2002). In this study, the researcher uses content analysis method. It is a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization and tabulation. It involves classifying and categorizing data.

The procedure in analyzing the data involves several steps which are listed below:

1. Take the article "The History of America" from Microsoft Encarta Premium 2008, then moving it into a word processor.

2. Read through the texts of article used skimming-technique.

3. Highlight each item of data contains cause and effect, copy it and paste it onto new page.

4. Read through the list of data items and categorize each item in two types of cause and effect order; block organization and chain organization.

5. Presenting the results of analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of research findings and discussion. The data analysis aims to answer the research problems as previously mentioned in chapter I. It includes selecting the data, categorizing, analyzing the data, and presenting the result of analysis, whereas the discussion of this research deals with the interpretation towards research findings.

4.1 Research Findings

As stated in the previous chapter, the research only focused on cause and effect paragraphs in "The History of America" on Microsoft Encarta Premium 2008. This study has two purposes in answering the research problems. First, to describe the types of cause and effect paragraph which are used in "The History of America" on Microsoft Encarta Premium 2008. Second, to describe how the authors apply these types of cause and effect paragraph in "The History of America" on Microsoft Encarta Premium 2008. In the following data, the cause and effect relationship is shown in bold face.

Datum 1

> In Central and West Africa, the great inland kingdoms of Mali and Ghana were influenced (and largely converted) by Islam, and these kingdoms had traded with the Muslim world for hundreds of years. From the beginning, slaves were among the articles of trade. These earliest enslaved Africans were criminals, war captives, and people sold by their relatives to settle debts. **New World demand increased the slave trade and changed it. Some of the coastal kingdoms of present–day Togo and Benin entered the trade as middlemen.** They conducted raids into the interior and sold their captives to European slavers. Nearly/almost all of the Africans enslaved and brought to

America by this trade were natives of the western coastal rain forests and the inland forests of the Congo and Central Africa.

About half of all Africans who were captured, enslaved, and sent to the Americas were Bantu–speaking peoples. Others were from smaller ethnic and language groups. Most had been farmers in their homeland. The men hunted, fished, and tended animals, while women and men worked the fields cooperatively and in large groups. They lived in kin–based villages that were parts of small kingdoms. They practiced polygyny (men often had several wives, each of whom maintained a separate household), and their societies tended to give very specific spiritual duties to women and men. **Adolescent girls and boys were inducted into secret societies in which they learned the sacred and separate duties of women and men. These secret societies provided supernatural help from the spirits that governed tasks such as hunting, farming, fertility, and childbirth.** Although formal political leaders were all men, older, privileged women exercised great power over other women. **Thus enslaved African peoples in the New World came from societies in which women raised children and governed one another, and where men and women were more nearly equal than in America or Europe.**

(U.S. history, p.2)

In the first paragraph above, the writers do not indicate cause and effect directly. In other word, they do not use words that signal cause and effect relationship---words like *because, therefore, as a result,* and *consequently*. They just imply the relationship of cause and effect by arranging the ideas or events. It can be seen in the texts "**New World demand increased the slave trade and changed it. Some of the coastal kingdoms of present–day Togo and Benin entered the trade as middlemen**". In this first sentence shows the *Effect* and the second sentence shows the *cause.* In a simple way, it can be described by including the signal word like *because* **"*because some of the coastal kingdoms of present–day Togo and Benin entered the trade as middlemen, New World demand increased the slave trade and changed it".** Furthermore, it can also use

transitional word like *therefore* to show the cause and effect relationship *"some of the coastal kingdoms of present–day Togo and Benin entered the trade as middlemen.* Therefore**,** *New World demand increased the slave trade and changed it"*.

The difference will be clear as appears in the second paragraph. In this paragraph, the writers combine two ways in signifying cause and effect relationship. Firstly, they do not employ signal words as in the first paragraph, but show cause and effect relationship indirectly by the arrangement of ideas. It can be noticed in the texts "**Adolescent girls and boys were inducted into secret societies in which they learned the sacred and separate duties of women and men. These secret societies provided supernatural help from the spirits that governed tasks such as hunting, farming, fertility, and childbirth**". In the first sentence shows the *effect* and the second shows the *cause.* In a brief description, it can be said that **"*Secret societies provided supernatural help from the spirits. Therefore, Adolescent girls and boys were inducted into secret societies".*** Secondly, they employ signal word *thus* in the last sentence of the second paragraph that points to cause and effect relationship within previous sentence. It also reinforces the preceding explanation.

Based on the arrangement of ideas, the paragraphs above can be grouped into Chain Organization because the causes and effects are very closely interrelated.

Datum 2

Western Europeans, on the other hand, were developing the necessary wealth and technology and a compelling need to explore. A group of new monarchs

were making nation-states in Britain and in continental Europe—states with unprecedentedly large treasuries and military establishments. The population of Western European nations was growing, providing a tax base and a labor force for new classes of large landholders. These "elites" provided markets for goods that were available only through trade with Asia**. When the expansion of Islam gave control of eastern trade routes to Islamic middlemen, Western Europeans had strong incentives to find other ways to get to Asia.**

<div align="right">(U.S. history, p.3)</div>

In the text quoted above, the interrelationship between cause and effect is shown by arrangement the ideas which do not directly use transitional words**.** It can be seen in the last sentence **"When the expansion of Islam gave control of eastern trade routes to Islamic middlemen, Western Europeans had strong incentives to find other ways to get to Asia".** In this sentence, there is no cause or effect structure words indicating cause and effect relationship, but the writers convey logical relationship each event explicitly. They used adverbial subordinator 'when' in the beginning this sentence that has meaning 'short duration'. This means that one event and another event occur nearly at the same time. It can also be recognized by putting question word 'why' in the sentence **"**why *Western Europeans had strong incentives to find other ways to get to Asia? Because* **the expansion of Islam gave control of eastern trade routes to Islamic middlemen".** In addition, in the paragraph above, the *cause* precedes the *effect.* The type of the paragraph obviously is Chain Organization because there is direct cause and effect relationship.

Datum 3

Native Americans suffered heavily *because of* their isolation from the rest of the world. Europe, Africa, and Asia had been trading knowledge and technologies for centuries. Societies on all three continents had learned to use iron and kept herds of domestic animals. Europeans had acquired gunpowder, paper, and navigational equipment from the Chinese. Native Americans, on the other hand, had none of these. They were often

helpless against European conquerors with horses, firearms, and—especially—armor and weapons.

The most disastrous consequence of the long-term isolation of the Americas was biological. Asians, Africans, and Europeans had been exposed to one another's diseases for millennia; by 1500 they had developed an Old World immune system that partially protected them from most diseases. On average, Native Americans were bigger and healthier than the Europeans who first encountered them. But they were helpless against European and African diseases. Smallpox was the biggest killer, but illnesses such as measles and influenza also killed millions of people. **The indigenous population of Mexico, for example, was more than 17 million when Cortés landed in 1519. By 1630 it had dropped to 750,000**, largely as a result of disease. Scholars estimate that on average the population of a Native American people dropped 90 percent in the first century of contact. The worst wave of epidemics in human history cleared the way for European conquest.

Europeans used the new lands as sources of precious metals and plantation agriculture. Both were complex operations that required labor in large, closely supervised groups. **Attempts to enslave indigenous peoples failed, and attempts to force them into other forms of bound labor were slightly more successful but also failed because workers died of disease. Europeans turned to the African slave trade as a source of labor for the Americas.** During the colonial periods of North and South America and the Caribbean, far more Africans than Europeans came to the New World. The slave trade brought wealth to some Europeans and some Africans, but the growth of the slave trade disrupted African political systems, turned slave raiding into full–scale war, and robbed many African societies of their young men. The European success story in the Americas was achieved at horrendous expense for the millions of Native Americans who died and for the millions of Africans who were enslaved.

<div align="right">(U.S. history, p.4)</div>

The first paragraph consists of six sentences. The first sentence **"Native Americans suffered heavily *because of* their isolation from the rest of the world"** explicitly states cause and effect relationship. It can be noticed by the use of signal word 'because of' which states the cause. In other word, the writers indicate cause and effect so directly in one sentence**. "*Because of* their isolation**

from the rest of the world" is the cause and **"Native Americans suffered heavily"** is the effect. Thus, the *effect* comes first before the *cause.*

The second sentence **"Europe, Africa, and Asia had been trading knowledge and technologies for centuries"** states the cause for the first sentence. In other word, the cause in the first sentence becomes the effect of the second sentence. So, the effect of the second sentence is **"Native Americans isolated from the rest of the world"** because **"Europe, Africa, and Asia had been trading knowledge and technologies for centuries"**, whereas **"Native Americans had none of these"**. The writers do not employ word that signals cause or effect directly because it has been clear only from the arrangement of ideas which follow it.

In the second paragraph, the first sentence **"The most disastrous consequ-ence of the long-term isolation of the Americas was biological"** indicates the cause and effect relationship. It can be seen from the use of 'consequence of' which shows the cause. Then, for the sentence "**he indigenous population of Mexico, for example, was more than 17 million when Cortés landed in 1519. By 1630 it had dropped to 750,000**, largely as a result of disease" the writers explain that the effect "**the indigenous population of Mexico had dropped to 750,000"** contributed to a single cause **"largely as a result of disease"**. They use cause structure words 'as a result of' to signal that the cause and effect relationship exists.

In the third paragraph, the sentence **"attempts to enslave indigenous peoples failed, and attempts to force them into other forms of bound labor were slightly more successful but also failed because workers died of disease"**

has two effects and single cause.**"Workers died of disease"** becomes the *cause* of the failure to enslave indigenous people and to force them into other forms of bound labor. The writers directly show the cause and effect relationship by using 'because' to signal cause. In the next sentence **"Europeans turned to the African slave trade as a source of labor for the Americas"** states the *effect* of **"workers died of disease"**. In this sentence, the writers do not directly show the cause and effect relationship by using signal word as in the preceding sentence, but they just imply that the relationship exists.

Thus, all of these paragraphs are Chain Organization. Each paragraph has direct cause and effect relationship.

Datum 4

> Another contender for influence in North America was the Dutch, inhabitants of the leading commercial nation in the early 17th century. Sailing for the Dutch in 1609, Henry Hudson explored the river that now bears his name. The Dutch established a string of agricultural settlements between New Amsterdam (New York City) and Fort Orange (Albany, New York) after 1614. They became the chief European traders with the Iroquois, supplying them with firearms, blankets, metal tools, and other European trade goods in exchange for furs. **The Iroquois used those goods to nearly destroy the Huron and to push the Algonquins into Illinois and Michigan**. *As a result*, **the Iroquois gained control of the Native American side of the fur trade.** The Dutch settlements, known as New Netherland, grew slowly at first and became more urban as trade with the indigenous peoples outdistanced agriculture as a source of income. **The colony was prosperous and tolerated different religions. As a result, it attracted a steady and diverse stream of European immigrants.** In the 1640s the 450 inhabitants of New Amsterdam spoke 18 different languages. The colony had grown to a European population of 6,000 (double that of New France) on the eve of its takeover by England in 1664.

(U.S. history, p.6)

From the text quoted above, the writers employ similar transitional word to show the *effect* that is 'as a result'. These two paragraphs tell about how the Dutch established the rudimentary societies and enlarge long-term trading networks with the indigenous people in North America. For the first paragraph, besides the connector 'as a result' functions as the *effect,* it also has function to conclude the information provided before. And the main *cause* of **"Native American controlled the fur trade of the Iroquois"** is **"The Iroquois used European trade goods to destroy the Huron and to push the Algonquin into Illinois and Michigan".** Similarly, in the second paragraph, the writers also engage 'as a result' to indicate the *effect*. The paragraph simply consists one cause and one effect. But, actually, both cause and effect contain two causes and two effects. This can be seen from the use of 'and' which functions as conjunction. **"The colony became attractive for steady and diverse stream of European immigrants"** *because* **"The colony was prosperous and tolerated different religions".** In addition, they reason from cause to effect by explaining directly the cause and effect relationship.

Datum 5

English migrants came to America for two main reasons. **The first reason was tied to the English Reformation.** King Henry VIII broke with the Catholic Church in the 1530s. Through a series of political and religious twists and turns, the new Church of England developed a Protestant theology, but it retained much of Catholic liturgy and ritual forms. Within the Church of England, radical Protestants, later called Puritans, wanted to suppress the remaining Catholic forms. The fortunes of the Puritans depended on the religious preferences of English monarchs. Queen Mary I, who ruled from 1553 to 1558, was a committed Catholic who tried to roll back the tide of religious change; she executed hundreds of Protestants and chased many more into

exile. Her successor, Elizabeth I, invited the exiles back and tried to resolve differences within the English church. The Stuart kings who followed her, James I and Charles I, again persecuted Puritans. **As a result, Puritans became willing to immigrate to America.**

The second reason for English colonization was that land in England had become scarce. The population of England doubled from 1530 to 1680. In the same years, many of England's largest landholders evicted tenants from their lands, fenced the lands, and raised sheep for the expanding wool trade**.** **The result was a growing number of young, poor, underemployed, and often desperate English men and women.** It was from their ranks that colonizers recruited most of the English population of the mainland colonies.

<div align="right">(U.S. history, p.7)</div>

In the paragraphs above tell about the first English settlement. Although England was the latecomer to the New World colonization, it sent more people to the America than other European nations in 17th century. In these paragraphs, the writers stated the cause and effect relationship by using block organization. In other word, they explained the effect in a paragraph and explained the causes in other paragraph. Like in the paragraph quoted above, there are several reasons why the English migrants came to America. Reasons here clearly indicated the *causes.* In this case, there are two causes discussed by them. The first cause is **the English Reformation** and the second cause is **that land had become scarce.** Here, the writers described more each paragraph by using supporting details to convince the reader about the causes.

The writer also used a chain organization in the first paragraph like stated in the sentence "**As a result, Puritans became willing to immigrate to America**". It is clearly indicated the *effect*. It can be shown by the use of 'as a result' as the signal word. Moreover, the function of it is to reinforce the first reason.

Similarly, it also occurred in the second paragraph. The writers also stated the *effect* by using the word 'the result' like in the sentence "**The result was a growing number of young, poor, underemployed, and often desperate English men and women**". The function is also as a conclusion for preceding details.

Hence, the writers here require a combination of block and chain organization because the topic discussed is very large.

Datum 6

Before the 1680s, Chesapeake planters purchased few African slaves, and the status of Africans in Virginia and Maryland was unclear. Some were slaves, some were servants, some were free, and no legal code defined their standing**. The reasons for the slow growth of slavery in the Chesapeake were not moral but economic.** First, slave traders received high prices for slaves in the Caribbean—higher than Virginians could afford, particularly when these expensive laborers were likely to die. White indentured servants cost less, and planters lost little when they died. But Chesapeake colonists—both English and African—grew healthier as they became "seasoned" on their new continent. At the same time, the English economic crisis that had supplied servants to the colonies diminished. These changes made African slaves a better long–term investment: The initial cost was higher, but the slaves lived and reproduced.

(U.S. history, p.9)

In the paragraph above, the writers show directly cause and effect relationship in one sentence. The sentence "**The reasons for the slow growth of slavery in the Chesapeake were not moral but economic**" states the *effect*. In other words, 'the growth of slavery in the Chesapeake became slow because of economic not moral'. They engage phrase 'the reasons for' instead of other effect structure words. But in this paragraph, the writers want to explain more about causes. This is shown by further explanations which expand the cause. So, there

are several reasons why 'The growth of slavery in the Chesapeake was slow',

such as 'slave traders received high prices for slaves in the Caribbean—higher than

Virginians could afford, particularly when these expensive laborers were likely to die'

And 'At the same time, the English economic crisis that had supplied servants to the

colonies diminished'. Thus, they reason from effect to cause because the effect

comes first before the cause. This paragraph used Chain Organization since

writers indicate cause and effect so directly.

Datum 7

> Once the Puritan migration to New England stopped in 1642, the region would receive few immigrants for the next 200 years. **Yet the population grew dramatically, to nearly 120,000 in 1700**. Two reasons explain this. **First, in sharp contrast to the unhealthy Chesapeake, Massachusetts streams provided relatively safe drinking water, and New England's cold winters kept dangerous microbes to a minimum. Thus disease and early death were not the problems that they were farther south. Second, (again in contrast to the Chesapeake) the Puritans migrated in families, and there were about two women for every three men, even in the early years.** Nearly all colonists married (typically in their mid–20s for men and early 20s for women), and then produced children at two-year intervals. With both a higher birth rate and a longer life expectancy than in England, the Puritan population grew rapidly almost from the beginning.
>
> (U.S. history, p.10)

In the paragraph above, it has several causes and merely single effect

stated by the writers. In other words, this paragraph used effect to multiple causes

model. For the second sentence "**the population grew dramatically, to nearly**

120,000 in 1700" shows the *effect* and the *causes* are "**First, in sharp contrast to**

the unhealthy Chesapeake, Massachusetts streams provided relatively safe

drinking water, and New England's cold winters kept dangerous microbes to a

minimum" and "**Second, (again in contrast to the Chesapeake) the Puritans**

migrated in families, and there were about two women for every three men, even in the early years". The use of 'yet' in the sentence "**Yet the population grew dramatically, to nearly 120,000 in 1700**" has the same meaning with 'thus'. The writers employed 'Two reasons explain this' as transitional sentence to indicate the cause. This because they wanted to explain more detailed about the causes 'why the population in New England became grow dramatically'. They also wanted to convince the readers by providing adequate evidence to show that the growth of population in New England is a complex problem. Yet, they did not place the causes in other paragraph because the cause and effect are very closely interrelated. Therefore, this paragraph is grouped into chain pattern rather than block pattern.

Datum 8

These colonies shared other similarities as well. **None of them was well–funded**; they could ill afford to import colonists from overseas. **Thus they tried to attract settlers from other colonies as much as from the Old World**. **These colonies made it easy to own land, and they tended to grant religious toleration to all Christians**. **The result (even though Pennsylvania began as a Quaker colony under the wealthy proprietor William Penn) was a more ethnically mixed and religiously pluralistic European population than had come to New England or to the Chesapeake.** These new colonies were populated not only by the English, but also by the Dutch and eventually by Scots, Scots–Irish, and Germans. Their populations included Quakers and other religious dissenters.

The French and Spanish came to the New World to trade with the indigenous peoples, to convert them to Christianity, and sometimes to turn them into a labor force for mining and agriculture. In contrast, the English settlers wanted farmland. **Thus they posed a far greater threat to the Native Americans. Wars were the result.** In New England a Wampanoag chief named Metacomet (the English called him King Philip) became worried about English intrusion on his land and ordered attacks on the settlements in 1675. For the next year Metacomet and his allies destroyed 12 of 90 Puritan towns and

attacked 40 others, capturing or killing one in ten adult male English settlers. The Puritans counterattacked in the summer of 1676. They killed Metacomet, sold his wife and chief supporters into slavery in the West Indies, and scattered his coalition. With that, the power of coastal Native Americans in New England was broken.

<div align="right">(U.S. history, p.11)</div>

Based on the text quoted above, there are two paragraphs which show cause and effect relationship. In the first paragraph, the sentence "**None of them was well–funded**" implies *cause*, whereas "**Thus they tried to attract settlers from other colonies as much as from the Old World**" shows the *effect*. The writers used the word 'thus' to state the effect. So, these colonies –New York (taken from the Dutch in 1664), New Jersey, Pennsylvania (including what became Delaware), and North and South Carolina– tried to appeal to settlers from other colonies from the Old world because they were not prosperous. This sentence "**Thus they tried to attract settlers from other colonies as much as from the Old World**" is still the *effect* for the following sentence "**These colonies made it easy to own land, and they tended to grant religious toleration to all Christians**", there is no use of word that signal the *cause*, but from logical idea arranged by the writers, it can be recognized that cause and effect relationship exists. For the sentence "**The result (even though Pennsylvania began as a Quaker colony under the wealthy proprietor William Penn) was a more ethnically mixed and religiously pluralistic European population than had come to New England or to the Chesapeake**" explicitly shows the *effect* for preceding sentence. It can be identified from the use of 'the result' that signals the effect. The sentence "**These colonies made it easy to own land, and they**

tended to grant religious toleration to all Christians" is still the *cause* for the following sentence –shown in bold face.

Likewise, in the second paragraph, the writers used chain model to show cause and effect relationship. Sometimes, an effect becomes the cause of another effect and that effect becomes the cause of still another effect, and so on. The writers described the *cause* 'why settlers –the French, Spanish, and the English– posed a greater threat to the Native Americans'. This is because they want to trade with indigenous people, to convert them to Christianity, and sometimes to turn them into labor force for mining and agriculture. So, in this case, the cause precedes the effect. The *effect* sentence is shown by the use of 'thus' in "**Thus they posed a far greater threat to the Native Americans**" which functions as a connector. It also becomes a *cause* of following sentence "**Wars were the result**". Hence, it has two functions, firstly as an *effect* and secondly as a *cause*. Whereas the sentence "**Wars were the result**" is the major *effect* of preceding sentences. It can be recognized by the use of 'the result'. So, these both paragraphs use the chain organization to order the cause and effect paragraph.

Datum 9

> The colonies over which the English were beginning to exercise control were growing rapidly. In 1700 approximately 250,000 Europeans and Africans were living in what would become the United States. In 1775 there were approximately 2.5 million. **Much of the increase was due to immigration: the forced migration of enslaved Africans, and the willing migration of English, Scots-Irish, and Germans.**
>
> <div align="right">(U.S. history, p.12)</div>

Based on the paragraph above, the writers tried to inform that colonies population in the United States were rising quickly. It can be identified with the increase in population during 75 years. There were around 2.5 million people in which formerly only 250,000 Europeans and Africans. It is caused by immigration as mentioned in the sentence "**Much of the increase was due to immigration**". In this sentence, the writers revealed the cause and effect relationship in one simple sentence rather than in another sentence. To show the cause and effect relationship, they used preposition 'due to' in "due to immigration" to indicate the *cause* and the *effect* is 'the increase'. In other words, the people were increasing because of migration. The type of this paragraph is Chain Organization as the writers explain directly cause and effect relationship.

Datum 10

> In the first half of the 18th century, the mainland colonies grew dramatically but in very different ways. The Chesapeake and the Carolinas grew plantation staples for world markets—tobacco in the Chesapeake and North Carolina, rice and indigo in the coastal regions of South Carolina and Georgia—and they were committed to African slave labor. Fully 70 percent of South Carolina's population was black; nearly all Africans were imported directly to the colony in the 18th century. **The numbers were so huge and the malarial wetlands they worked on were so unhealthy that masters encouraged slaves to organize their own labor and to work unsupervised. Because so many slaves lived and worked relatively unsupervised in this area, African cultures—language, handicrafts, religious experience and belief, and more—survived most fully among American slaves in South Carolina. Rice planters of South Carolina permitted this cultural independence because it was easier and because the slaves made them lots of money.** South Carolina's lowland planters were the wealthiest group in the mainland colonies.
>
> (U.S. history, p.13)

Paragraph above is still telling about slavery and the economic growth of colonies in such areas in United States. For instance, they employed African labor to expand their business in agriculture. They forced African labor to plant tobacco for world markets. In this sentence "**Because so many slaves lived and worked relatively unsupervised in this area, African cultures—language, handicrafts, religious experience and belief, and more—survived most fully among American slaves in South Carolina**" shows cause and effect relationship. It is indicated by the use of 'because' which signals the *cause,* while the sentence "**African cultures—language, handicrafts, religious experience and belief, and more—survived most fully among American slaves in South Carolina**" is the *effect.* In this case, the cause and effect relationship occurred directly by using adverb clause. In a simple way, it can be explained by using question word 'why', "why **African cultures—language, handicrafts, religious experience and belief, and more—survived most fully among American slaves in South Carolina?**" "Because **so many slaves lived and worked relatively unsupervised in this area**."

For the next sentence "**Rice planters of South Carolina permitted this cultural independence because it was easier and because the slaves made them lots of money**", the writers also used adverb clause to show cause and effect relationship like in the former. They employed word 'because' to signal the *cause.* There are two reasons why '**Rice planters of South Carolina permitted this cultural independence**'. First reason is because it was easier and the second is because the slaves made them lots of money. So, it is grouped into multiple

causes and single effect in which the *effect* of the sentence is '**Rice planters of South Carolina permitted this cultural independence**'.

Hence, the type of this paragraph is Chain Organization since the writers explain cause and effect relationship so directly.

Datum 11

> At first, the Union and the Confederacy fought only over the question of secession. **The leaders of both sides wanted to avoid talking about slavery—which all of them knew was the root cause of the war**. **Southerners did not present the war as a defense of slavery for two reasons.** First, most white Southerners owned no slaves and might not fight to protect slavery. Second, the South was trying to win recognition and help from Britain and France—neither of which would have supported a war for slavery. The North included many abolitionists, but it also included Democrats and border–state slaveholders who would fight for the Union but not for abolition.

(U.S. history, p.56)

For the paragraph above, the writers do not use signal words like – because, since, because of– directly to show cause and effect relationship but they indicated the *cause* by using word 'reason'. It can be shown like in the sentence "**Southerners did not present the war as a defense of slavery for two reasons**". So, this sentence "**Southerners did not present the war as a defense of slavery**" is the *effect*. There are two causes why southerners did not present the war as a defense of slavery. First, most white Southerners owned no slaves and might not fight to protect slavery. Second, the South was trying to win recognition and help from Britain and France—neither of which would have supported a war

for slavery. It means that it consists of multiple causes and single effect. The writers use Chain Pattern to organize the cause and effect paragraph because the topic discussed is not long and complex.

Datum 12

> **The Civil War had long-term economic and social results as well**. The South was the theater of war, and the physical destruction of that region was enormous. White Southerners lost their plantation labor system and their huge investment in slaves. Egyptian and Indian cotton had entered world markets during the war, and American cotton never regained its prewar dominance. The South remained the poorest region of the United States for a very long time.
>
> (U.S. history, p.57)

Paragraph above tells about the result of the civil war in the United States. The *effect* of the civil war was long-term economic and social as mentioned in the first sentence of the paragraph "**The Civil War had long-term economic and social results as well**". There is cause and effect relationship in this sentence in which '**The Civil War**' becomes the *cause* and '**long-term economic and social results**' becomes the *effect*. The writers do not employ the cause or the effect structure words directly, but the topic of the paragraph –**The Civil War had long-term economic and social results as well**– obviously indicates that the cause and effect relationship exists. The writers discussed the cause and the effect directly in one sentence, but the following sentences are further description that supports the topic. Thus, Chain Pattern is used in this paragraph.

Datum 13

A paramount black goal was to own land, which signified independence, but Southern whites retained control over the land. Reconstruction did not redistribute land in the South, and most former slaves lacked the resources to buy it. From 1865 to 1866, newly freed African Americans began to sign labor contacts with planters to do field work in exchange for wages, housing, food, and clothing. But they found the new system too similar to slavery, and planters disliked it, too. The labor system that evolved, sharecropping, seemed preferable. Under this system, landowners divided plantations into small units and rented them to blacks for a portion of the crop, usually one-third or one half. Former slaves favored the new sharecropping system, which provided more independence than the wage system. **Planters also appreciated the sharecropping system because they retained control of their land and split the risk of planting with sharecroppers.** Owners of large plantations held on to their powerful positions in society.

Sharecropping bound the South to easily marketable cash crops that brought in the most income. **Southerners did not diversify their crops or protect their land against soil depletion**. **As a result, the productivity of Southern agriculture declined over the years.**

(U.S. history, p.60)

Two paragraphs above tell about the freedom for blacks with the top end was to own land. It was signed with emancipation which represented autonomy and freedom from white control. Then, lately African Americans made agreement to sign labor with planters to field work. But they did not like the system applied because it was similar to slavery. After that, they found a new system – sharecropping– which seemed preferable as stated in the sentence "**Planters also appreciated the sharecropping system because they retained control of their land and split the risk of planting with sharecroppers**". It indicates that the cause and effect relationship exists. It can be known from the use of word 'because' that signals the *cause*. The dependent clause '**because they retained control of their land and split the risk of planting with sharecroppers**'

becomes the *cause*, while the main clause '**Planters also appreciated the sharecropping system**' becomes the *effect*. It also consists of two causes (multiple causes) and single effect.

For the second paragraph above, it tells about the decline of the crops for southerners. Two sentences –"**Southerners did not diversify their crops or protect their land against soil depletion**. **As a result, the productivity of Southern agriculture declined over the years.**"– show the cause and effect relationship. The writers indicate directly the *effect* by using the word 'As a result'. Thus, the sentence '**As a result, the productivity of Southern agriculture declined over the years**' becomes the *effect*, while the sentence '**Southerners did not diversify their crops or protect their land against soil depletion**' becomes the *cause*. Moreover, the function of transitional word 'as a result' also as the conclusion for the preceding details. Thus, these paragraph use Chain Pattern rather than Block Pattern since the causes and effects are closely interrelated.

Datum 14

> Federal and state governments had long encouraged the growth of railroads. When Congress authorized building the transcontinental railroad in 1862, it agreed to loan hundreds of millions of dollars to the two corporations to construct it. **Congress also gave the railroad companies millions of acres of Western land, which the railroads sold to repay their loans**. **In effect, major railroad companies, with federal support, became colonizers of the West.**
>
> (U.S. history, p.63)

The paragraph above tells about the building of the railroads which linked the Midwest and the West Coast. To accomplish that enormous project, the congress loaned hundreds of million of dollars to the two corporations. As the

result, these companies, with federal support, became the settlers of the West. The cause and effect relationship occurs in the paragraph. It can be recognized in the last sentence of the paragraph "**In effect, major railroad companies, with federal support, became colonizers of the West**" which signals the *effect*. The phrase 'in effect' has the same meaning with 'as a result', 'as a consequence', and 'therefore' which also indicate the *effect,* whereas the *cause* is "**Congress also gave the railroad companies millions of acres of Western land, which the railroads sold to repay their loans**". Besides, the word 'in effect' has also a function as a connector between the last sentence and the previous sentence of the paragraph. Hence, the type of the paragraph is clearly grouped into Chain Pattern.

Datum 15

> Technological advances transformed production. The new machine-tool industry, which turned out drilling, cutting, and milling machines, sped up manufacturing. A trail of inventions, including the telephone, typewriter, linotype, phonograph, electric light, cash register, air brake, refrigerator car, and automobile, led to new industries. Finally, **business leaders learned how to operate and coordinate many different economic activities across broad geographic areas**. **Businesses were thus able to become larger, and the modern corporation became an important form of business organization.**
>
> (U.S. history, p.66)

The main topic of the paragraph above is about industrialization and urbanization in the United States. Since 1900s, the United States became the world's foremost industrial nation. The industrial growth increased rapidly in the late 19th century; the technology is always developed, fast transport, abundant resources, and the availability of capital and labor. The technological innovations

had changed production which led to new industries. Therefore, businesses became larger from time to time as stated in the last sentence of the paragraph. There are several reasons why the growth of industrialization in the United States became increased quickly. This is because business leaders learned how to operate and coordinate many different economic activities across broad geographic areas. Hence, this sentence "**business leaders learned how to operate and coordinate many different economic activities across broad geographic areas**" becomes the *cause*, while "**Businesses were thus able to become larger, and the modern corporation became an important form of business organization**" is the *effect*. The use of 'thus' which indicates the effect signals that there are cause and effect relationship in that sentence. Besides, the writers used transitional word 'thus' because the two sentences are closed related. It has also multiple causes and multiple effects which linked trough the use of 'and' as a conjunction. So, the type of the paragraph above is obviously grouped into Chain Organization.

Datum 16

> In the 19th century, states reduced the requirements for businesses to incorporate. A corporation is a form of business partnership; it is a legal entity that is distinct from the individuals who control it. The corporation (not the individual partners) is responsible for repaying the corporation's debts; this is known as limited liability. **The corporate form of business organization made it possible for entrepreneurs to finance large-scale enterprises because corporations issue stock, certificates representing shares of ownership in a corporation.** By issuing stock, a corporation can enable thousands of individuals to pool financial resources and invest in a new venture.

(U.S. history, p.67)

The paragraph discussed about corporations and consolidations in the United States. A corporation is defined as a form of business partnership. Business organization was held by the corporate to finance large-scale enterprises. Why it was necessary, because corporation issue stock certificates representing shares of ownership in a corporation.

The close relationship between cause and effect occurs in the sentence "**The corporate form of business organization made it possible for entrepreneurs to finance large-scale enterprises because corporations issue stock, certificates representing shares of ownership in a corporation.**" It can be seen from the use of 'because' which signals the *cause* in the adverb clause '**because corporations issue stock, certificates representing shares of ownership in a corporation.**' Whereas the independent clause '**The corporate form of business organization made it possible for entrepreneurs to finance large-scale enterprises**' indicates the *effect*. The arrangement of adverb clause can be placed precede or follow the independent clause. In this case, the writers organized the adverb clause follow the independent clause. It also has no more than one cause of effect, it means that only single cause and effect occurs in this paragraph. Thus, the writers use Chain Pattern to organize cause and effect paragraph.

Datum 17

> Immigrants' lives changed dramatically after they arrived. Uprooted, usually from rural areas in Europe, immigrants had to adjust to industrial labor, unfamiliar languages, and city life. Clinging to their national identities and religions, immigrants prepared ethnic foods, read foreign-language newspapers, and celebrated ethnic holidays. At the same time, they patronized

urban amusements, found community support in local political machines, and adapted to the new environment. **Men outnumbered women in new immigrant communities because men often preceded their wives and families.**

<div align="right">(U.S. history, p.70)</div>

The topic of the paragraph above is about the changes of immigrants' lives. Cultural diversity forced them to adapt with surroundings people and to the new environment. The last sentence of the paragraph mentioned that the population of men was larger than women in new immigrant communities. The question is why this thing occurs. The writers explained that the cause is men often preceded their wives and families. There are cause and effect relationship in this sentence, in which this sentence "**Men outnumbered women in new immigrant communities**" becomes the *effect,* whereas the adverb clause "**because men often preceded their wives and families**" becomes the *cause.* The writers employed signal word 'because' to indicate the *cause* rather than implied the meaning. Like in the preceding quoted paragraph, they arranged the adverb clause comes after the independence clause. In conclusion, this paragraph a cause just has an effect represented in adverb clause use. So, the writers apply Chain Pattern to organize cause and effect paragraph.

Datum 18

But the story of the "splendid little war" was not yet complete. In February 1899 the Filipinos, led by Emilio Aguinaldo, declared themselves independent and began a three-year struggle against 120,000 U.S. troops. About 20,000 Filipinos were killed in combat. However**, more than 200,000 Filipinos died during the insurrection primarily due to a cholera outbreak from 1897**

to 1903. Barbarities and atrocities occurred on both sides before the United States captured Aguinaldo and suppressed the insurrection.

(U.S. history, p.75)

The paragraph above is about the Spanish-American war. This war is called by "splendid little war". In February 1899, briefly, the Senate ratified the peace treaty with Spain. The treaty provided that Spain would cede the Philippines, Puerto Rico, and Guam to the United States; the United States would pay Spain $20 million. At the same time, the Filipinos, led by Emilio Aguinaldo, declared themselves independent and began a three-year struggle against 120.000 U.S. troops. And "**more than 200,000 Filipinos died during the insurrection primarily due to a cholera outbreak from 1897 to 1903.**" This sentence clearly states the cause and effect relationship. It can be known by the use of phrase 'due to' which signals the *cause.* So, "….**due to a cholera outbreak from 1897 to 1903**" becomes the *cause,* whereas "**more than 200,000 Filipinos died during the insurrection**" is the *effect.* The word 'due to' is similar to 'because of', they are preposition. Therefore, they are always followed by a noun object. It only consists of single cause and an effect in one sentence. This is because the writers wanted to explain directly the reason why many Filipinos died during the insurrection; the primary cause of it is cholera. Thus, the writers explain the cause and effect relationship by using Chain Organization.

Datum 19

Despite their zeal for reform, few progressives made race relations a priority, and in the South, leading progressives often endorsed racist policies. In 1900 more than two-thirds of 10 million African Americans lived in the South; most

were sharecroppers and tenant farmers. Rural or urban, Southern blacks faced poverty, discrimination, and limited employment opportunities. At the end of the 19th century, Southern legislatures passed Jim Crow laws that separated blacks and whites in public places. **Because blacks were deprived of the right to vote by the grandfather clause, poll taxes, or other means, their political participation was limited.** Lynching increased, and a steady stream of black migrants moved north. From 1890 to 1910, some 200,000 African Americans left the South, and even more moved out during World War I.

As African Americans tried to combat racism and avoid racial conflict, they clashed over strategies of accommodation and resistance. Booker T. Washington, head of the Tuskegee Institute in Alabama, urged blacks to be industrious and frugal, to learn manual skills, to become farmers and artisans, to work their way up economically, and to win the respect of whites. When blacks proved their economic value, Washington argued, racism would decline. An agile politician, with appeal to both whites and blacks, Washington urged African Americans to adjust to the status quo. In 1895, in a speech that critics labeled the Atlanta Compromise, Washington contended that blacks and whites could coexist in harmony with separate social lives but united in efforts toward economic progress.

<div align="right">(U.S. history, p.80)</div>

The topic paragraph above is about African Americans in the progressive era. In the first paragraph, the sentence "**Because blacks were deprived of the right to vote by the grandfather clause, poll taxes, or other means, their political participation was limited**" is based on cause and effect relationship. The writers used adverb clause to show cause and effect relationship. In this sentence, the adverb clause precedes the independent clause. They employed signal word 'because' to state the *cause* in '**Because blacks were deprived of the right to vote by the grandfather clause, poll taxes, or other means**', whereas the sentence '**their political participation was limited**' states the *effect*. The pattern

used in this sentence is cause to effect, because the cause precedes the effect. It has also only a single cause and one effect.

Unlike in the first paragraph, the cause and effect relationship in the second paragraph is stated by using the word 'as' which has similar meaning with 'because'. Similarly, the writers used adverb clause to show cause and effect relationship like in the first sentence of the paragraph "**As African Americans tried to combat racism and avoid racial conflict, they clashed over strategies of accommodation and resistance**". Hence, the adverb clause '**As African Americans tried to combat racism and avoid racial conflict**' indicates the *cause* and '**they clashed over strategies of accommodation and resistance**' indicates the *effect*. They stated a very simple cause and effect in one sentence rather than in another sentence because these are closely related. Hence, it is grouped into Chain Organization rather than Block Organization.

Datum 20

> Roosevelt applied his corollary first to the Dominican Republic, which had trouble paying its debts to other nations. Roosevelt feared that a European power might occupy the country to force repayment of debts. **The United States therefore ran the Dominican Republic's custom service for two years and used money collected there to pay the nation's debts.** Relations with Japan also became an issue during Roosevelt's administration. A conflict erupted in 1906 over Japanese immigration to the United States. **Prejudice against Japanese immigrants caused a crisis when San Francisco forced Asian children into a separate school.** The Japanese government protested. In a "gentlemen's agreement" in 1907, both nations agreed to discourage immigration from Japan. In the Root-Takahira agreement of 1908, Japan and the United States agreed to respect the territorial integrity of China and the Open Door Policy.

The topic of two paragraphs above is about foreign affairs. For the first paragraph, the cause and effect relationship clearly exists in the sentence "**The United States therefore ran the Dominican Republic's custom service for two years and used money collected there to pay the nation's debts**". This indicates the *effect* which is signaled by the use of 'therefore' as transitional word. For the preceding sentence "**Roosevelt feared that a European power might occupy the country to force repayment of debts**" states the *cause*. So, the writers used transition to show the cause and effect relationship in which two sentences are directly related. In a simple pattern, it can be written that '**because Roosevelt feared that a European power might occupy the country to force repayment of debts, the United States ran the Dominican Republic's custom service for two years and used money collected there to pay the nation's debts**'. In addition, it has a single cause and multiple effects.

In the second paragraph, the writers also stated the cause and effect relationship in the sentence "**Prejudice against Japanese immigrants caused a crisis when San Francisco forced Asian children into a separate school**". In a very simple pattern, '**Prejudice against Japanese immigrants**' becomes a cause of/a reason for "**a crisis**" in the United States. They employed the structure word 'caused' in that sentence to show the *effect*. In addition, the word 'caused' has the same meaning with 'resulted in'. Thus, Chain Pattern is used to organize these paragraphs.

Datum 21

The crisis also crossed the Atlantic. **The economies of European nations collapsed because they were weakened by war debts and by trade imbalances**; most spent more on importing goods from the United States than they earned by exporting. European nations amassed debts to the United States that they were unable to repay. The prosperity of the 1920s rested on a weak foundation.

<div align="right">(U.S. history, p.91)</div>

The major topic of the paragraph above is about the great depression, particularly in the field of economy. The crisis not only occurred in U.S. but also in European nations. The main cause is war debts and trade imbalances as mentioned by the writers in the sentence "**The economies of European nations collapsed because they were weakened by war debts and by trade imbalances**". The cause and effect relationship is obviously stated by the writers in this sentence by using adverb clause. It is indicated by the use of 'because' showing the *cause.* In short, "**The economies of European nations collapsed**" becomes the *effect,* whereas "**because they were weakened by war debts and by trade imbalances**" states the *cause.* In addition, the arrangement of adverb clause may precede or follow the independent clause. But, in this case, the writers arranged the adverb clause follows the independent clause. So, the type of the paragraph clearly uses Chain Pattern.

Datum 22

The stock market crash of 1929 did not cause the Great Depression, but rather signaled its onset. **The crash and the depression sprang from the same cause: the weaknesses of the 1920s economy**. An unequal distribution of income meant that working people and farmers lacked money to buy durable goods. Crisis prevailed in the agricultural sector, where farmers produced more

than they could sell, and prices fell. Easy credit, meanwhile, left a debt burden that remained unpayable.

The effects of the Great Depression were devastating. People with jobs had to accept pay cuts, and they were lucky to have work. In cities, the destitute slept in shanties that sprang up in parks or on the outskirts of town, wrapped up in "Hoover blankets" (newspapers) and displaying "Hoover flags" (empty pockets). On the Great Plains, exhausted land combined with drought to ravage farms, destroy crops, and turn agricultural families into migrant workers. An area encompassing parts of Kansas, Oklahoma, Texas, New Mexico, and Colorado became known as the Dust Bowl. Family life changed drastically. Marriage and birth rates fell, and divorce rates rose. Unemployed breadwinners grew depressed; housewives struggled to make ends meet; young adults relinquished career plans and took whatever work they could get.

(U.S. history, p.91)

Two paragraphs above are also grouped into block organization because there is no direct cause and effect relationship. In other word, the cause and effect are separated in different paragraph. For the first paragraph, it stated the *causes* of depression and the second paragraph stated the *effect* of depression. Besides, these paragraphs are talking about the same large topic 'the great depression'. So, the *causes* of the great depression were "**the weaknesses of the 1920s economy**" whereas the *effects* were explained in details like in the sentence "**People with jobs had to accept pay cuts, and they were lucky to have work**".

In the first paragraph, the writers presented enough information to support the main cause "**the weaknesses of the 1920s economy**". After mentioning all the causes of the great depression, they stated obviously the effects in the second paragraph. In this case, the writers concluded the whole effects in the beginning of paragraph in the sentence "**The effects of the Great Depression were devastating**".

Datum 23

> **As the United States moved to a wartime economy, the depression ended, and the U.S. economy came to life.** Industry swiftly shifted to war production, automakers began turning out tanks and planes, and the United States became the world's largest weapons manufacturer. New industries emerged, such as synthetic rubber, which compensated for the loss of rubber supplies when Japan seized the Dutch East Indies and Malaya. The war economy brought new opportunities. Americans experienced virtually full employment, longer work weeks, and (despite wage controls) higher earnings. Unions gained members and negotiated unprecedented benefits. Farmers prospered, too. Crop prices rose, production increased, and farm income tripled.

(U.S. history, p.97)

The major topic of paragraph above is about the nation at war. World War II greatly increased the power of the federal government, which grew rapidly in size and power. The war also made the United States a military and economic world power. The writers directly stated cause and effect relationship in the first sentence of the paragraph "**As the United States moved to a wartime economy, the depression ended, and the U.S. economy came to life**" using adverb clause. They used the word 'as' to signal the *cause.* In this case, the word 'as' has similar meaning to the word 'because'. So, the adverb clause "**As the United States moved to a wartime economy**" which precedes the independent clause becomes the *cause,* while "**the depression ended, and the U.S. economy came to life**" become the *effect.* They explained clearly cause and effect only in one sentence rather than two or more sentences. However, they also gave additional

information in the following sentences to support the topic. Hence, the type of this paragraph is grouped into Chain Pattern.

Datum 24

> On August 6, 1945, the United States dropped an atomic bomb on Hiroshima. **In minutes, half of the city vanished. According to U.S. estimates, 60,000 to 70,000 people were killed or missing as a result of the bomb.** Deadly radiation reached over 100,000. On August 8, the USSR declared war on Japan. On August 9, the United States dropped an even more powerful bomb on Nagasaki. According to U.S. estimates, 40,000 people were killed or never found as a result of the second bomb. On September 2, the Japanese government, which had seemed ready to fight to the death, surrendered unconditionally.

<div align="right">(U.S. history, p.100)</div>

The topic of the paragraph above tells about the global war. It was started with the war in Europe. Then, continued to treacherous Pacific war. After the attack on Pearl Harbor, Japan conquered the Philippines, Malaya, the Dutch East Indies, and Burma. Troops from the United States, Britain, Australia, and New Zealand tried to stop the Japanese advance, which reached its peak in the spring of 1942. The climax was in 1945, the United States dropped an atomic bomb on Hiroshima. As the result, approximately 70.000 people were killed or missing. The cause and effect relationship directly stated in the sentence "**According to U.S. estimates, 60,000 to 70,000 people were killed or missing as a result of the bomb**". It can be known by the use of the word 'as a result' which signals the *effect.* Hence, the *effect* is many people were killed and the major *cause* is the

bomb. Besides, the *effect* also occurs in the preceding sentence "**In minutes, half of the city vanished**". In this case, this sentence becomes the immediate effect. The writers, then, ordered the major effect in the following sentence "**According to U.S. estimates, 60,000 to 70,000 people were killed or missing**". So, a cause, in this paragraph, has multiple effects and the type of the paragraph is grouped into Chain Pattern.

4.2 Discussion

As explained in the findings section, the writers of "the History of America" applied two types of cause and effect paragraph order. They are chain and block organizations. In fact, the researcher found a combination of block and chain organization used in the paragraphs. In this article, the writers more often used the chain organization than the block organization or a combination of block and chain organization. From amount of data, there are 22 data found which used chain organization, one datum used the combination of chain and block (see datum 25), and one datum used block organization (see datum 22). In a chain organization, an effect becomes the cause of another effect, and that becomes the cause of still another effect, and so on. While in a block organization, this does not occur.

Furthermore, sometimes the writers use words that signal a cause and effect relationship–words like *because, therefore, as a result, thus, hence, etc.* Sometimes a cause and effect relationship has been clear only from the arrangement of ideas or the narrative sequence of events. In this case, the writers do not necessarily indicate cause and effect directly because only from the **topic**

sentence or **thesis statement** indicate that the writers are describing a cause and effect situation. In this article, the writers mostly stated the cause and effect relationship directly although the numerous of indirectly cause and effect relationships are also used.

A cause and effect explanation tells *why* something turns out the way it does. In this case, sometimes a single cause contributes heavily to a single effect or result. At other times, the writers explain that several causes contributed to or resulted in a particular effect. On the contrary, there is one cause that has several effects. In short, it depends on the complexity of the problem.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a number of points of my thesis and suggestions for the next researchers.

5.1 Conclusion

Based on the analysis presented in the preceding chapter, there are several points that can be concluded from this study. First, there is close relationship between cause and effect. It means that the one always implies the other. Something causes something else, or many things cause something; something results from something else, or many things result from one thing.

Second, the aims of this study is to identify the types of organizing cause and effect paragraphs occurred in "the History of America" and how the writers explain the cause and effect relationship.

The results show that there are three ways to organize cause and effect paragraphs in "the History of America": (1) chain organization, (2) block organization, and (3) a combination of block and chain organization.

In the chain organization, it can be found that there are 22 data which used this type of organization. The writers mostly stated cause and effect relationship directly by the use of signal words. Moreover, they just implied by arranging the topic obviously. While in the block organization, the result shows that only one datum which used this type of organization. Then, the writers used a combination of block and chain organization only one datum.

There is no a transition paragraph in a block organization. In fact, the purpose of a transition paragraph is to conclude the first part of the paragraphs and introduce the second parts. It is not necessary to write it because the topic is not so long and complex. So, it can be concluded that the writers of "the History of America" frequently used chain organization to organize the cause and effect paragraphs. This is because the causes and effects in "the History of America" are very closely interrelated.

5.2 Suggestion

This study can be continued by selecting another aspect of analysis. For instance, the next researcher may possibly analyze the writers' strategies use in "the History of America" or other types of paragraph development like chronological order, comparison and contrast. To gain deeper understanding, this study only focused on cause and effect paragraph. Due to this limitation, I suggest that the next researchers will explore with other topics or may conduct the same research with another data object.

The most important thing that becomes major point of this research is that the writers do not always state the cause and effect relationship directly. Sometimes they leave it to the reader to infer that relationship exists.

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APPENDIX LIST

Appendix 1   : Consultation List

Appendix 2   : Biographical Data

Appendix 3   : The Table of Cause and Effect Structure Words

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Judul Skripsi   : Cause and Effect Paragraphs in "The History of America" on
                  Microsoft Encarta Premium 2008
Pembimbing   : Drs. Langgeng Budianto,M.Pd

No	Tanggal	Materi	Tanda Tangan
1	05 Maret 2008	Pengajuan proposal	
2	16 April 2008	Ujian proposal	
3	05 Mei 2008	Pengajuan BAB I, II & III	
4	25 Mei 2008	Revisi bab I	
5	29 Mei 2008	Revisi bab I	
6	02 Juni 2008	Acc Bab I	
7	17 Juni 2008	Pengajuan bab II & III	
8	23 Juni 2008	Revisi bab II & III	
9	10 Juli 2008	Revisi Bab III	
10	22 Juli 2008	Acc bab II & III	
11	22 September 2008	Pengajuan bab IV & V	
12	03 November 2008	Revisi bab IV & V	
13	08 November 2008	ACC ALL	

Malang, November 12, 2008
Dekan Fakultas Humaniora dan Budaya

Dr. H. Dimjati Ahmadin, M.Pd.
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Appendix 2

BIOGRAPHICAL DATA

Name   : Firman Hidayat

Place/Date of birth   : Banyuwangi, 21st February 1983

Address   : Parijatah Kulon-Srono-Banyuwangi

Religion   : Islam

Educational Background:

    a. Elementary School in Banyuwangi   (1990-1996)

    b. Junior High School in Banyuwangi   (1996-1999)

    c. Senior High School in Paiton-Probolinggo (1999-2002)

    d. D1 Wearnes Education Center Malang   (2003-2004)

    e. The State Islamic University of Malang   (2004)

Appendix 3

CAUSE STRUCTURE WORDS

Sentence Connectors	Clause Connectors		Others
	Coordinators	Subordinators	

	1. for	2. because
		  since
		  as
			3. to result from
			  to be the result of
			4. due to
			  because of
			5. the effect of
			  the consequence of
			6. as a result of
			  as a consequence of

EFFECT STRUCTURE WORDS

Sentence Connectors	Clause Connectors		Others
	Coordinators	Subordinators	

1. as a result
  as a consequence
  therefore
  thus
  consequently
  hence
	2. so		3. to result in
			  to cause
			4. to have an effect on
			  to affect
			5. the cause of
			  the reason for