

CHAPTER II

LITERATURE REVIEW

2.1 The Concept of Writing

There are lots of definitions of writing stated by experts: According to Tarigan (1985:5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability, according to Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form. Suparno, Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

In addition, Brown, (2001: 336) also claims that writing is a thinking process. Thinking process because when someone write they are not only consider the interesting idea, but also developing the idea. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). It is also supported by Leki (1992:362), writing is a means of communication in which the writer uses language to express his/her ideas, thought, and feelings. Writing is a difficult subject in English. The student are forced to think hard. Find out the idea then express them into written form. Developing the idea and state it on a paper by using correct procedure. They should be able to produce a written. Next, Tarigan (1985:5) defines also, writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Writing is an activity how to express the idea or opinion to written form.

According to Byrne (1980:24) writing is a primary means of recording speech, even though as a secondary medium of communication. Writing is not only conclude your ideas, arrange the words to be a good sentence and clause, but also when someone writes, they should be able to organize some interesting. There are four skills in English. Those are speaking, listening, reading and

writing. Speaking and listening are receptive skills, while reading and writing are productive skills. Therefore, Heaton (1979: 138) the writing skill in a foreign language are complex and difficult to learn not only the ability to use structures but also conceptual of varied skills such as stylistic and mechanical skill. Stylistic skill is the ability to manipulate sentences and use language effectively whereas mechanical skill is the ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.

From the definition above the researcher can conclude that writing is a way to produce language that comes from our thought, inform something in written form, and make the reader understand about what we are talking about in written form. When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write.

In addition, based on Competency Standard- Standar Kompetensi (SK) and Basic Competency- Kompetensi Dasar (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of Hortatory Exposition, Narrative and Spoof to interact with people in their nearest environment

According to Braine and May defined four common purposes is writing there are; writing to inform, writing to explain, writing to persuade, and writing to

amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and fact to hold an audience's attention. it means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using example or other facts. In another words, a writer takes what is unclear and make it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writes convince the reader to accept the ideas.

Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that hev to be masterd by the English learners. Based on experts opinion mentioned previuosly, the researcher concludes that writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways. It is interesting to entertain and give the reader something to enjoy. When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade.

2.2 The Characteristics of Good Writing

Good writing starts with process. According to Burton(2007:10–11) states that using the writing process can help the students to think through writing and ensure that each step of writing is addressed brainstorming/prewriting, drafting, editing/revising, publishing, reflection. There are some steps to produce a good writing. Start from how to get the idea, put them together until be a good writing.

Moreover, Wohl (1985: 3) said that there are 3 writing processes:

a) Stating the Topic Sentence

Some students usually find difficulties in recognizing the topic sentence of paragraph. The topic sentence is usually taken from several things such as: an experience and from the book. According to Wohl (1985: 9) a good topic sentence narrows the focus and points to one particular aspect of the over theme. The topic sentence usually represents the most general statement of the paragraph. The topic sentence occurs most frequently at the beginning of a paragraph. When the topic sentence does occur at the end, it serves to summarize the preceding sentence and to conclude the paragraph.

b) Developing Paragraph from Topic Sentence

Some students can write a paragraph without following any formal steps or using formal techniques such as a topic sentence. Here are some steps to develop a paragraph according to Wohl (1985:13) :

- 1) Choose a general topic of interest to you.
 - 2) Narrow down the topic. Select one aspect of the topic and decide what the main point is.
 - 3) Write down the few facts, believe or opinion that are directly related to the topic sentence details that will help to support or explain it.
 - 4) Take a second look at your tentative topic sentence.
 - 5) Use the fact and ideas from step three develop the topic sentence into a full paragraph. This is your final draft.
 - 6) Think about unity as you read what you have written. Revise as necessary and then write your final draft.
- c) Editing the Finish Product

The final step in completing a piece of writing is editing. Editing is the checking of one's written work for various faults in making last-minutes changes and correction (Wohl, 1985: 14). Students of English must check their writing for basic grammatical errors. Basic grammatical errors include the improper use of tense and aspect agreement articles, word order and other small but important details.

2.3 Components of writing

Writing is a process to transfer the ideas or opinion in mind to the written form. Express the idea in written form and make sure if the reader can understand about what we are talking about. According to Jacobs (1981:90), there are some components that should be mastered by writer when they are writing.

- a) Content, it's very important for the writer that must be have a ability to think creatively and develop the thought.
- b) Organization, the written form should be full of fluent expression, clearly stated ides, well organized, logically, sequenced and cohesive
- c) Vocabulary, in writing, vocabulary needs to be mastered by the writer. It should be sophisticated range, the effectiveness in using word idiom, the suitable of word choice and the appropriate of its usage.
- d) Language use, it's very important because writing well is not easy. It takes practice, as well as revision and editing. in academic and business writing, it is important to be as clear and concise as possible, it should be considered because the written form is made for the reader.
- e) Mechanics, esay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraph.

In this research, the researcher is going to conduct the writing research refers to the 5 components above. In addition, (Folse, Solomon, Clabeaux, Heinle, 2010) in Suryadi they said that there are 5 elements of good writing, they are:

- a. Purpose, Students will comprehend the importance of purpose to good writing.
- b. Audience, Students will comprehend the importance of writing to a specific audience.
- c. Clarity, Students will better understand the importance of writing for clarity.
- d. Unity, Students will gain further understanding of the importance of paragraph unity and how to create it.
- e. Coherence, Students will gain an understanding of the importance of coherence in their writing, and how to create it.

2.4 The Purposes of Writing

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

2.5 The Process of Writing

Syafi'i et al in his book, *The Effective Paragraph Development: the Process of Writing for Classroom Setting*, state that writing is not an easy work. It takes time to study and practice to develop this skill. Hughey et al give the additional information that writing requires extensive previous learning. The writer must know and use orthographic forms, lexis, syntax and morphemes. Therefore, writing requires much more complex mental effort⁷. Because writing is a complex thing, the writers must concern and consider about the important aspect in writing. Besides, they also should use their prior knowledge about writing.

In writing process, four elements of writing – writer, subject matter, reader and the form of language - need to be balanced. These four elements are reflected in four main characteristics of a piece of written language. They all must be handled together in the act of writing. According to Taylor, the four characteristics are:

1. Writer's point of view must merge, not as mere opinion but as a justified judgement.
2. Writer needs to treat his/her subject matter as comprehensively and as precisely as the paragraph topic demand.

3. Writer must presents his/her work in the appropriate fashion for academic readers. It means that he/she has to learn certain convention of academic writing.

4. The text of the writer paragraph needs to forge a coherent unity from the many diverse elements of language.

According to Alice Oshima and Ann Hogue, there are four steps that should be done by writers:

1. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

2. Planning (outlining)

In the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from brainstorming

3. Writing and revising drafts

After doing brainstorming and outlining as the first draft and the second process of writing, the writer can start to write and revise several drafts frequently until the writer has produced a final copy to hand in.

4. Writing the final draft

The last stage is that to write the final copy or product to hand in. Based on the experts' description about the process of writing above, it is concluded that there are four important elements of writing, they are writer's point of view, subject matter, reader and the form of language. Besides, there are four steps in writing process, they are pre-writing, planning, writing – revising drafts and writing the final draft.

2.6 The Principles of Teaching Writing

Teaching is an activity where someone transfers knowledge to another person. Teaching usually happens in classroom between teacher and students. The teacher should give knowledge and taught the students nicely. In teaching the teacher use an appropriate strategy and make sure that the strategy is appropriate with the students need. In teaching writing the teacher should make the students interest about the lesson especially in writing skill for senior high school. Teaching writing is not same like teaching in speaking, listening and reading. In teaching writing, the teacher should be able to master the students in writing enhanced their thinking, developing and feeling the ideas. In writing process, the students should know what they want to write, and furthermore what step to support the idea and also persuade the reader and try to make the reader can understand about what we are talking about in written form.

According to Hyland (2003:4), in teaching writing, the teacher will be focus on students' skill in using tenses, it's included of grammatical and lexical form. Grammatical and lexical form are two important aspects in writing, when someone writing, they should be attention to the grammatical structure and lexical form in English. Two aspects above are important be correcting by teacher.

In teaching writing, there are some aspects that must be considered by the teacher. According to Nunan (1992: 92) , he stated that there are three principles in teaching writing :

a. Understand the students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. Evaluate the lesson plans: how much time is spent reading or talking about writing, and how much is spent actually writing. Not every piece of writing needs to be corrected or graded. Do not keep score when practicing free throws, so teachers shouldn't grade "practice writing" When practice writing

sessions are integrated regularly into the syllabus, students will become more comfortable with the act of writing.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal, entries, letter writing, summarizes, poetry, or any type of writing you find useful in the class should be practiced in class.

c. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. If teacher writes comments on students' papers, make sure they understand the vocabulary or symbols. Take time to discuss them in class. Be cautious about the tone of comments. The margins of a paper are small and can force into short comments. When writing short comments tend to leave out the words that soften our message. Students can see comments such as these as unkind and unhelpful. Feedback need not always be written in the margins. Students can experiment with different forms: individual conferences, taped responses, typed summary responses, and so forth.

Finally, feedback should not entail "correcting" a student's writing. In order to foster independent writers, teacher can provide summary comments that instruct students to look for problems and

correct them on their own. Clarify for the students, how their writing will be evaluated.

2.7 The Description of Hortatory Exposition

Based on the syllabus, there are some genres that are tough of Senior high school such as descriptive text, narrative text, procedure text, report text, spoof text, analytical exposition text, hortatory exposition text, etc. Hortatory exposition itself is one of text that is tough in second year. Hortatory Exposition is a type of English text that belongs to the class of argumentation.

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.

Hortatory is similar to **analytical exposition** but if we have to differentiate both from one to each other, we have one useful tool by making analysis on the generic structure. What makes hortatory different from analytical exposition is the last finalizing step which analytical exposition is ended by a reiteration while hortatory is finalized by certain a recommendation.

2.7.1 Generic Structure of Hortatory Exposition Text :

- 1) **Thesis** : Statement or announcement of issue concern
- 2) **Arguments** : Reasons for concern that will lead to recommendation
- 3) **Recommendation** : Statement of what should or should not happen or be done based on the given arguments

2.7.2 Language Feature of Hortatory Exposition Text :

- 1) Focusing on the writer
- 2) Using action verb
- 3) Using modal adverb; certainly, surely, etc
- 4) Using temporal connective; firstly, secondly, however, therefore, etc)
- 5) Using evaluative words; important, valuable, trustworthy, etc
- 6) Using passive voice
- 7) Using simple present tense
- 8) The use of modals and adverbs (e.g. may, must, should, etc)
- 9) The use of emotive words (e.g. worried, alarmed etc)
- 10) The use of words that qualify statements (e.g. usual, probably etc)
- 11) The use of subjective opinions using pronouns I and we

2.7.3 Social Function :

To persuade the reader or listener that something should or should not be the case.

2.7.4 The Example of Hortatory Exposition

Mobile Phones Should Not be Banned in School [Title]

Mobile phones is not used just for calling, but sending text, taking pictures, accessing internet, and much more. Many students bring their phones to school. For them, mobile phone has many uses. So, mobile phones should not be banned in school. Why do I said that? **[Thesis]**

Firstly, students call their parents for other needs. By mobile phone, student can call or their close relative if they need something to be brought to school. In addition, mobile phone can be used to call their children when one of their family were hit by disasters suddenly. And then, student can called their parent to pick her up when want to go home. **[Arguments]**

Secondly, increased of knowledge among students. When trying to find answer of difficult task at school, mobile phone can be used as a connecting to search the answer through GPRS or WiFi networks. **[Arguments]**

Finally, expand the network of friendship among students. School is the right place to find friend. Average, student been at school about 7 hours or more. So that, a lot of students found their friend in the school environment . Therefore, communication between friends should be kept on of which using a mobile phone. **[Arguments]**

So, I think mobile phone should not be banned in school. But, use your phone in the time and right place so that no one was disturbed. **[Recommendation]**

