

## **CHAPTER II**

### **RIEVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Framework**

##### **1. The Nature of Writing**

Writing is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. In line with this idea, Nation said that writing is an activity that can usefully be prepared by working 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.<sup>1</sup> It means that, writing activity is very useful to the students to help their other skills.

In daily life, we often find many shape of writing, and sure that it is very useful for human. Regarding this idea, Flynn states that writing is an example of human information processing in action.<sup>2</sup> A writer thinks about something and express it by written text. It can deliver about a new information, knowledge, or experience to others. In education areas, there are some purposes of writing: as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings, to improve students' communication skills, and

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<sup>1</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.113

<sup>2</sup> Naomi Flynn, *The Learning and Teaching of Reading and Writing*, (England: Whurr Publishers Limited, 2006), p. 54

to train students as future professionals in particular disciplines.<sup>3</sup> Thus, there are so many reasons to make writing is very important in education life. So, it is included as one of the language skills beside reading, speaking and listening.

Writing is one kind of the activities done by the language learners, and it is one of the productive skills. It cannot be produced without the ability of grammar and vocabulary of a writer. Regarding this idea, Mukminatein (in Syafi'i, 2007) states that writing English is not a simple matter because when one is to write, he/she demonstrates not only his competence or his ability in grammar of English but also his knowledge in the acceptable English rhetoric or the communicative aspects of writing in English.<sup>4</sup> Unlike speech, writing is displaced in time. It is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.<sup>5</sup> At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. So, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

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<sup>3</sup> Carolin Coffin, et al, *Teaching Academic Writing: A Toolkit for Higher Education*, (London: Routledge, 2003), p.20

<sup>4</sup> M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 134

<sup>5</sup> David Nunan, *Designing Tasks for the Communicative Classroom*, (New York: Cambridge University Press, 1989), p.36

## 2) The Kinds of Writing

Writing skill is not a simple thing. Writing is divided into several kinds. According to Brown, there are two kinds of writing skill as follows:<sup>6</sup>

### a) Micro skills

- a. Use the orthography correctly, including the script, and spelling and punctuation conventions.
- b. Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- c. Put words together in correct word order.
- d. Use vocabulary correctly.
- e. Use the style appropriate to the genre and audience.
- f. Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- g. Make the main ideas distinct from supporting ideas or information.
- h. Make the text coherent, so that other people can follow the development of the ideas.
- i. Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.
- j. Produce graphemes and orthographic patterns English.

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<sup>6</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2007), p. 220-221

k. Produce writing at an efficient rate of speed to suit the purpose.

Produce an acceptable core of words and use appropriate word order patterns.

l. Use acceptable grammatical system (e.g., tense, agreement, and pluralization), patterns, and rules.

m. Express a particular meaning in different grammatical forms.

n. Use cohesive devices in written discourse.

**b) Macro skills**

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, and communicate such relations as main idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings when writing.

e. Correctly convey culturally specific references in the context of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### 3) The Process of Writing

The writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. Writing is a progressive activity.<sup>7</sup> It means that they first write something, they have already been thinking about what they are going to say and how they are going to say it. Then after they have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action.<sup>8</sup> It is a process that has several steps. According to Donal Graves (in Andrew) there are five-step process in writing.<sup>9</sup>

#### a. Prewriting

Prewriting is the first step that the students to do start writing. It is any activity in the classroom that encourages students to write.<sup>10</sup> It stimulates thoughts for getting started. The goal here is to generate ideas.<sup>11</sup> Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

<sup>7</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition*, (New York: Longman, 2006), p. 2

<sup>8</sup> *Ibid.*,

<sup>9</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (Lanham: Rowman & Littlefield Education, 2008), p. 179

<sup>10</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 316

<sup>11</sup> *Op.Cit.*, p. 179

b. Drafting

Drafting is a step after planning. This step involves the ideas from the planning stage into written sentences, adding details, and elaborating. In drafting, students have to use the easy way, that is the students can use some questions that help them while they are drafting.

c. Revising

Revising is not only merely checking for language errors like editing. In revising, students reexamine what was written to see how effective by communicate meanings to the readers. While revising, students learn techniques to make their writing better, and they can apply the next time they draft.<sup>12</sup> It is done to improve global content and ideas organization in order that writer's intent is clearer to the readers.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. To finish writing well, you edit. You edit in the later stages of writing to recheck your whole text, to make sure it reads as you intend it to read.<sup>13</sup> So, you should edit your writing text first.

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<sup>12</sup> Garth Sundem, *Improving Student Writing Skills*, (Huntington Beach: Shell Education, 2006), p.55

<sup>13</sup> Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing, Third Edition*, (Boynton: Cook Publisher, Inc, 1988), p.21

### e. Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. It means that after the writer done all of the process of writing. It is as the final of the process where writing can accepted by the reader.

## 4) The Nature of Paragraph

### a. The Definition of Paragraph

According to Oshima and Ann, paragraph is a group of related statements that a writer develops about a subject.<sup>14</sup> The first sentence states the specific point of the topic. Then it has supporting sentences. Regarding this idea, Syafi'i states that paragraph is a unit of information in writing that unified by a central idea.<sup>15</sup> Central idea is usually stated in a topic sentence. Topic sentence must be developed in sentence. All of the sentences have meaning, so paragraphs help your reader absorb what you are trying to say.<sup>16</sup> From paragraph the reader can catch the ideas from the writer.

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<sup>14</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition*, (New York: Longman, 2006), p 6.

<sup>15</sup> M. Syafi'i. S. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2011), p. 1

<sup>16</sup> Don Shiach, *How to Write Essays A step-by-step guide for all levels, with sample essays*, (Oxford: How to Books Ltd, 2007), p27

### **b. The Components of Paragraph**

A paragraph has three basic parts:<sup>17</sup>

#### a) The Topic Sentence

This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

#### b) The Supporting Sentence

These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

#### c) The Concluding Sentence

This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

## **5) The Process of Writing Paragraph**

According to Reid, there are several processes in making paragraphs:<sup>18</sup>

- a) Choose a subject that you know about;
- b) Identify your audience;
- c) Narrow your subject to a topic that will interest your audience;
- d) Collect some ideas about your topic;
- e) List details some of your ideas that will interest your audience;
- f) Limit the ideas to the most important ones you want to communicate;

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<sup>17</sup> Dorothy E Zemach, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan Education, 2005), p.12

<sup>18</sup> Joy M. Reid, *The Process of Composition*, (New Jersey: Prentice Hall, Inc, 1988), p.14

- g) State the main idea of the paragraph in your topic sentence;
- h) The point paragraph;
- i) Write the paragraph, using the details you have listed.

## **6) The Characteristics of a Good Paragraph**

Good writing is very important, because it helps the readers understand about the information that is delivered by the writers. There are four characteristics of a good paragraph, they are:<sup>19</sup>

- a) *Unity*, it means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain or prove the main ideas, which is stated in the topic sentence.
- b) *Coherence*, meaning that the parts of the paragraph are logically connected.
- c) *Capitalization and Punctuation*, in English there are some rules for using capital letters, like capitalizing the first letter of the first word of the sentences, capitalizing pronouns, and capitalizing all proper nouns. Punctuation is also necessary to make sentence meaning clear.
- d) *Comma Rules*, The function of a particular comma is important:<sup>20</sup> when it separates, it stands alone, but when it encloses, it needs a partner are used within a sentence to separate words, phrases, or clauses in a series, to separate the part of dates and addresses, etc.

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<sup>19</sup> M. Syafi'i. S. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2011), p. 8-16

<sup>20</sup> Mary K. McCaskill, *Grammar, Punctuation, and Capitalization: A handbook for Technical Writers and Editors*, (Virginia, 1998), p.48

## **7) The Writing Hortatory Exposition Paragraph**

### **a. The Definition of Hortatory Exposition Paragraph**

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not be the case.<sup>21</sup> In other words, Sudarwati et al said that the speaker or writer needs some arguments as the fundamental reasons of the given idea. It means, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. Hortatory exposition is popular among science, academic community and educated people.

### **b. The Generic Structure of Hortatory Exposition Paragraph**

The generic structure of hortatory exposition paragraph consists of thesis statement, argument, and recommendation:<sup>22</sup>

1. Thesis, Statement or announcement of issue concern.
2. Arguments, Reasons for concern that will lead to recommendation (supported by evidence: facts, examples, physical description, and personal experience).
3. Recommendation, Statement of what thought or ought not happen.

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<sup>21</sup> Sudarwati and Eudia Grace, *Look Ahead: An English Course for Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p. 204

<sup>22</sup> <http://www.yarrileess.eq.edu.au/home/ngilm6/naplan2/pertextstructure.html>

### c. The Language Features of Hortatory Exposition Paragraph

Hortatory exposition paragraph usually includes the following language features, such as:<sup>23</sup>

1. Uses the present tense, often refers to generic rather than specific participants.
2. The use of modals and adverbs (e.g. may, must, should, etc).
3. Uses logical rather than temporal connectives. (This proves that ... So it's clear ... Therefore ...).
4. Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.

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<sup>23</sup><http://webarchive.nationalarchives.gov.uk/20100612050234/http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacy/planning/nonfiction/persuasiontexts>

## The Example of Hortatory Exposition Paragraph

### Thesis

We are writing to complain that the *Smack Down* broadcasted by one of commercial TV stations in Indonesia should be stopped for a number of reasons.

### Arguments

First, the Smack Down program is really an uneducated program. Persons involved in the program do anything, even something dangerous to defeat each other. Second, many children have been seriously injured because they tried to imitate what the players of the Smack Down did on TV. Third, parents got difficulties to motivate their children to study because the Smack Down program is more interesting for some of them than any other.

### Recomendation

For these reasons, it is obvious that the Smack Down program should be banned to show because it influences children badly.

## 8) The Definition of Opinion-Proof Strategy

When teaching, English teachers must know what they want to do, what for, how they are going to do it, and what they need in order to achieve that. This refers to approach, method, techniques and strategies. They must make no mistake between these terms. An approach distinguishes from method in the sense that it is more general, and it is based on assumptions and theories. The method is based on a selected approach, and it is the presentation of language in an operational way. In order to develop the method, they have to carry out specific techniques, and strategies according to the objective they have established when selecting a method. However, techniques are not the same as strategies. Technique is a procedure or skill for completing a specific task, and strategy is the way they are going to perform the task. The word *strategy* comes from two ancient Greek roots: *Stratos*, meaning “multitude” or “that which is spread out,” and *again*, meaning “to lead” or, we might say, “to bring together”.<sup>24</sup> In this way, strategies work like a kind of open-ended script that helps both teachers and students move thoughtfully toward their goal.

This strategy is included as a direct strategy. The strategies used directly in dealing with a new language are called direct strategies. The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language

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<sup>24</sup> Harvey F. Silver, Richard, Matthew , *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every lesson*, (Alexandria: Association for Supervision and Curriculum Development, 2007), p. 1

even when there is gap in knowledge. They also help to understand and use the new language. The teacher uses the strategy in class to make learning process is more interesting for students activity.

Opinion-Proof is a strategy that guides students in the evaluation of arguments supporting an opinion. Students must form an opinion, support the opinion, search for any fallacies in their reasoning, and write persuasively about the opinion.<sup>25</sup> Opinion-Proof is a particular application of column notes. It is designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).

The purpose of Opinion-Proof is to provide a framework for students to develop and recognize opinions, and to transform these opinions into persuasive speaking and writing.<sup>26</sup> It means that the students make their opinion about the topic. Then they give the evidence that can make people who read their writing or hear what they talked become certain and accept their arguments.

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<sup>25</sup> Tom Bean, Scott Baldwin and John Readence, *Content-Area Literacy: Reaching and Teaching the 21<sup>st</sup> Century Adolescent*, (Huntington Beach, CA: Shell Education, 2011), p. 158

<sup>26</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005), p. 57

## **9) The Benefits of Opinion-Proof Strategy**

It is very important that English language learners are engaged in the practice of higher-order literacy skills. This includes the writing process, which can be a challenge for English language learners. It requires the students to form an opinion (evaluative), support the opinion (verify), and to write convincingly about their opinion (persuasion). In addition, during the peer-editing process, students develop criteria upon which to evaluate their writing, react to the writing of others, receive the opinion of others, and revise their own writing. This strategy also provides an opportunity for English language learners to evaluate their own work, to share it with a classmate (peer editing), and then to revise the paragraph before submitting a final draft.

## **10) The Teaching Writing by Using Opinion-Proof Strategy**

In teaching writing by using Opinion-Proof strategy, there are some steps in conducting Opinion-proof strategy in the classroom, especially in teaching and learning writing. The steps are:

- a. The teacher discusses about the topic with the students.
- b. The teacher asks students to think the opinion statement based on the topic.
- c. Then, the teacher asks students to create an opinion statement. For example, in a senior high school economics class, students considered the concept of scarcity and its relationship to economic choices.

Because their school district was under intense budget pressure, classes in art, music, and physical education were going to be reduced or eliminated in the next year's curriculum. The students had to evaluate this opinion statement:

*Opinion statement:* The elimination of art, music, and physical education will limit students' career opportunities in the future.

- d. Teacher asks the students to define opinions. The students should choose the opinions that have quality evidence because it is crucial in making a judgment about the validity of the opinion. For example, students might get on the internet and research articles.
- e. Teachers asks the students to make work sheet column to make list the opinion and supporting evidence to make them easier in making paragraph.
- f. Then, the teacher asks students to make conclusion that can make the reader certain with their opinion.
- g. After that, the teacher asks students to create paragraph from their opinion and evidence in their work sheet before.
- h. Finally, the teacher evaluates their hortatory exposition paragraph.  
The evaluation of writing hortatory exposition paragraph is conducted according to criteria in that are tied to the process and form of their hortatory exposition paragraph.

## B. The Relevant Research

### 1. A Research from Andersa Arisandi

In 2013, Andersa Arisandi<sup>27</sup> conducted a research “The Effect Using Opinion-proof Strategy Toward Reading Comprehension of the Second Year Students at SMPN 1 Tanah Putih Rokan Hilir Regency”. She found the significant effect of opinion-proof strategy to improve students' reading comprehension. She concluded that teaching reading by implementing opinion-proof strategy of the second year students SMPN 1 Tanah Putih Rokan Hilir Regency is better than without implementing Opinion-Proof strategy. In this research, the writer implemented Opinion-Proof strategy on students' ability in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.

### 2. A Research from Rizky Nadia

This research has relevance with other research, a research from Rizky Nadia.<sup>28</sup> She conducted a research which entitled “*Using Peer Assessment to Improve 11<sup>th</sup> Graders' Ability in Writing Hortatory Exposition Text at SMAN 4 Malang*”. The result of the research showed that peer assessment as a device to help the students to give feedback improved the students' ability in developing and organizing their ideas in writing hortatory exposition texts. In this research, the writer used Opinion-Proof strategy on

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<sup>27</sup> Andersa Arisandi, “The Effect of Using opinion-Proof Strategy Toward Reading Comprehension of the Second Year students at SMPN 1 Tanah Putih Rokan hilir Regency”, (Pekanbaru, UIN SUSKA, 2013)

<sup>28</sup> Rizky Nadia, “*Using Peer Assessment to Improve 11<sup>th</sup> Graders' Ability in Writing Hortatory Exposition Text at SMAN 4 Malang*”, (Malang)  
<http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/9569>

students' ability in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.

### C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are two variables: Opinion-Proof strategy as (X) variables and students' ability in writing hortatory exposition paragraph as (Y) variables. To measure each variable the writer identified them in some indicators as follows:

Using Opinion-Proof strategy as the X variable, the indicators are:

1. The writer gives the topic to students and asks them to discuss it.
2. The writer asks students to create their own opinion statement based on the topic
3. The writer asks students to think what their own opinion statement has evidence to support their own opinion statement.
4. The writer asks students to find out the evidence from their own opinion statement.
5. The writer asks students to write hortatory exposition paragraph based on their evidence.
6. The writer evaluates their writing hortatory exposition paragraph.

The students' writing ability in hortatory exposition paragraph as the Y variable, the indicators are:

1. Students are able to write good content in writing hortatory exposition paragraph.
2. Students are able to write the organization in writing hortatory exposition paragraph.
3. Students are able to choose vocabulary appropriately in writing hortatory exposition paragraph.
4. Students are able to use grammatical features in writing hortatory exposition paragraph.
5. Students are able to write hortatory exposition paragraph with good spelling and punctuation.

## **D. The Assumption and the Hypothesis**

### **1. The Assumption**

In this research, the writer assumes that there is a significant difference on students' ability in writing between students' taught by using Opinion-Proof strategy and without using Opinion-Proof strategy in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.

### **2. The Hypothesis**

Based on the assumption above, hypothesis for this research can be formulated as follows:

$H_a$  : There is any significant difference on students' ability in writing between students' taught by using Opinion-Proof strategy and without using Opinion-Proof strategy in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.

$H_0$  : There is no significant difference on students' ability in writing between students' taught by using Opinion-Proof strategy and without using Opinion-Proof strategy in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.