

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is an activity that cannot be separated from our daily life; it is going to exist anywhere and anytime. As an activity that exists in our life, of course, everyone does this activity. Furthermore, writing is one of the four language skills, and it is an important process in learning English. In line with this idea, Hughey stated that “writing does not just happen. It involves our intense participation, engagement, even immersion in the process.”¹ In addition, Syafi'i et al also stated that “for both native speakers and novice learners of English, it is important to note that writing is a process, not a “product”.”² It means that, writing cannot be produced without process because writing is not a spontaneous product. In other words, there are many things that should be done by a writer in writing activity.

As a matter of fact, writing is a lifetime skill, thus, it cannot be separated from every learning process in long life education. It means that, writing cannot be separated from every learning process experienced by the students. However, it does not mean that students only do writing

¹Jane B. Hughey, et. al., *Teaching ESL Composition: Principles and Techniques*, (London: Newbury House Publisher, 1983), p. 6

²M. Syafi'i S, et al., *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2011), p. 107

activity around their school environment. The activity of writing will be applied by the students anywhere and anytime although they are not in the educational environment anymore. In other words, writing will live in their lifetime.

Furthermore, Peter said that “writing is a complex skill involving multiple processes.”³ It means that a writer needs to reinforce many more skills in writing. In addition, a writer also needs to go through the stages in writing activity. In line with this idea, Saddler et al in Peter Westwood wisely remarked that “good writing is not only hard work; it is an extremely complex and challenging mental task.”⁴ It means that, to produce a good writing, a writer has to think harder and need to prepare mental readiness because there are many things that happen in process of writing itself. A writer has to have everything needed in writing.

Besides, writing is not only as a process, but also as a product. In line with this idea, Wallace stated that “writing is the final product of several separate acts that are hugely challenging to learn simultaneously.”⁵ In other words, writing is the result of the activities that have been done by the writer. Nunan also stated that “writing as a process and as a product.”⁶ The process of writing means that the action to gather ideas which will be presented to the readers. In other side, writing as a product means that the

³Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p. 58

⁴*Ibid*

⁵Trudy Wallace, et.al., *Teaching Speaking, Listening and Writing*, (Bureau:International Academy of Education, 2004), p. 15

⁶David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarie University, 1991), p. 86

final pieces of writing such as a book, has grown out of many steps which make up the process.⁷ Furthermore, Harmer wrote that:

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any pieces of writing go through.⁸

Based on the quotation above, it is clear that writing cannot be separated from the terms of process and product, because the writers have to pass the process of writing itself in order to produce the product.

Considering the writing is a process, of course, it is not an easy activity, because a writer needs to master other skills in the process of writing itself. According to Hughey, “writing is also a means of reinforcing other language skills. Writer gather information by reading, observing, talking with others, synthesizing and evaluating data.”⁹ In addition, Gorman in Murcia in Syafi’i, also stated that writing is a complex activity. It requires variety of skills that must be employed by the writer in his writing activity. Based on the ideas above, it is clear that writing cannot be separated from other skills and it is a must for a writer to master those skills, for instance, collecting and looking for information about the issue or topic that writer wants to write about. In other words, a writer needs to gather ideas which will be presented to the readers. Briefly, it can be stated that writing is a process.

⁷ Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: Mc Grow-Hill, 2005), p. 98

⁸ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (Cambridge: Longman), p.257

⁹ Jane B. Hughey, et al., *Loc. Cit*

There are several things that should be known by a writer in writing.

Those are:

a. The Process of Writing

Remembering that writing is a process, of course, there are many stages that a writer has to go through. Ron White and Valerie Arndt in Harmer were keen to stress that “writing is re-writing; that re-vision-seeing with new eyes- has a central role to play in the act of creating text.”¹⁰ In addition, they pointed out that the model of writing process is like the following stages:

1) Drafting

Drafting is the writer’s first attempt to capture ideas on the paper.

2) Structuring

In this stage, the writer is ordering information, experimenting with arrangement, etc.

3) Focusing

In this stage, the writer has to focus on the point of the writing by making sure that the writer is getting the message across the writer want to get across.

4) Generating ideas and evaluation

In this stage the writer is assessing the draft and/or subsequent drafts.

In addition, Arlov in Rizky pointed out that there are five processes in producing a written product. The writing processes that Arlov stated are:

¹⁰JeremyHarmer, *Op. Cit*, p. 258

1) Prewriting

It is the process to get ideas, in this step a writer makes an illustration on his/her mind about what the writer wants to write.

2) Planning

It is the process to get the main idea which will lead the writer in the further process of writing.

3) Drafting

Drafting is the principal process of writing. In this step a writer arranges the sentences and makes them into a paragraph draft.

4) Revising

In this step a writer does some correction of paragraph that has been arranged in the previous step.

5) Proofreading

In this step a writer ends up his/her writing. A writer will know the result of his/her writing. Stephen Bailey said that “proofreading can prevent confusion and misunderstanding of a writer work.”¹¹All of the aspects in writing can be seen by the writer in this step. In other words, spelling, grammar, word choice, content, etc. are clearly observed.

¹¹ Stephen Bailey, *Academic Writing: A Practical Guide for Students*, (New York: Taylor and Francis e-library, 2004), p. 48

Moreover, Syafi'i et al had suggested that there are four main stages in the process of writing: prewriting, planning, real writing, revising the drafts, and writing the final drafts as the product of writing work.¹²

1) Prewriting

Reid in Syafi'i said that, prewriting is viewed as thinking before writing. There are two steps included in prewriting, those are:

a) Choosing and narrowing a topic

Choosing and narrowing the topic is very important. A writer needs to narrow the general topic in order that a writer easier to develop the material of writing.

b) Brainstorming

Brainstorming is the writer's activities in gathering or generating ideas and details in writing process. In this stage, a writer makes questions about the specific subject. It is very useful to use question words, such as what, why, when, where, who, and how. Oshima and Hogue in Syafi'i, stated that there are three useful brainstorming techniques that can be applied by every writer in the effort of developing their material (specific subject). They are listing, free writing, and clustering.

¹² M. Syafi'i S, et al, *Op. Cit*

(1). Listing

Listing is a brainstorming activity which the writer can think about the topic and make a list of every word or phrase that appear on writer's mind.

(2). Free writing

Free writing is one of the brainstorming techniques in which a writer writes freely about a topic developing. The purpose of free writing is to get the specific focus of writer's specific subject. In free writing a writer can write everything without worrying about grammatical structure, spelling, organization, etc, because it is a process to gather the ideas about the topic.

(3). Clustering

Clustering is an activity that writer can use to generate the ideas. In this activity, a writer makes some balloons as the place to put every idea that come into writer's mind, the more ideas that writer has, the more balloons writer makes.

2) Planning (outlining)

In this stage, a writer has to organize the ideas generated by brainstorming. The most useful way to organize the ideas generated is to make an outline from brainstorming list. The planning (outlining) consists of four steps, they are:

- a) Brainstorming by listing
- b) Grouping

- c) Writing the topic sentence
 - d) Simple outlining
- 3) Writing and revising drafts

After doing brainstorming and outlining, a writer can start to write and revise some drafts. The steps of writing that a writer has to do in developing every draft of writing are as follows:

- a) Writing the first rough draft
- b) Revising content and organization
- c) Proofreading the second draft for grammatical and mechanic errors
- d) Writing the final copy (product)

Furthermore, related to the process of writing, Donal Graves, in Andrew, described them into five steps.¹³ Those are:

1) Prewriting

The goal of this step is to generate ideas. The way that writer can use to generate ideas, such as listing, brainstorming, outlining, and silent thinking.

2) Drafting

Drafting is the writer's first attempt to capture ideas on the paper.

3) Revising

Andrew wrote that "revising is the heart of the writing process".¹⁴

In this step, a piece is revised and reshaped many times. Revising is

¹³ Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*, (New York: Rowman & Little field Education, 2008), p. 179

¹⁴*Ibid.*

the step where a writer adds parts, takes part away, adds part, and continually molding and changing. Here, a writer looks for flow and structure and rereads paragraph and move things around.

4) Editing

In this step, a writer corrects the grammar, spelling, and punctuation errors.

5) Publishing and sharing

This is the step where the writing is shared with an audience. In this point, writing becomes real and alive.

Based on the process presented above, it is outstandingly seen that a writer needs to take long time to finish his or her writing. There are many activities that have to be done by a writer, such as prewriting, outlining, revising, editing, and so forth. To make a good writing, a writer cannot write at once. Briefly, to make a writing successful, a writer needs to take a process because the essential writing is process.

b. The Aspects of Writing

The existence of other skills in writing activity is not the only reason that writing is known as a complex skill. Besides, in writing process there are many aspects that have to be deliberated. Reid in Rizky wrote that writing is a complex skill, because there are some components should be focused in writing (paragraph and pattern organization). It means that, a writer has to pay more attention in writing skill because it not only consists of other skills, but also consists of some aspects.

Pertaining to this idea, Penny stated that “the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.”¹⁵ Moreover, Raimes believed that writing can help everyone reinforce the aspects in language such as: grammatical structure, idioms, vocabulary, etc.¹⁶ It means that, in writing activity a writer can apply his knowledge about grammatical structure, idioms, vocabulary, etc.

Talking about the aspects involved in writing process, Broughton stated that:

If the goal of English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:

1. Mechanical problems with the script English;
2. Problems of accuracy of English grammar and lexis;
3. Problems of relating the style of writing to the demands of a particular situation;
4. Problems of developing ease and comfort in expressing what needs to be said.¹⁷

In reference to that idea, Raimes classified the aspects of writing.

Those are:

1) Syntax

A writer should know about how to construct sentence structure.

2) Content

A writer has to pay attention to the relevance, clarity, originality, and logic of writing.

¹⁵ Penny Ur, *A course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press, 2003), p. 163

¹⁶ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

¹⁷ Geoffrey Broughton et al, *Teaching English as a Foreign Language, Second Edition*, (New York: Routledge, 2003), p. 116

3) Grammar

James stated that “grammar is about how words fit together in pattern to communicate meaning.”¹⁸ It is very important for a writer because grammar is the tool to organize words becomes a meaningful sentence. In grammar, a writer has to know rules of verbs, article, pronoun, etc.

4) Mechanics

It contains about handwriting, spelling, punctuation, etc.

5) Organization

In here, a writer is required to know about cohesion and unity.

6) Word choice

In here, a writer should know the way to apply vocabulary, idiom, and tone in writing.

7) Purpose

Purpose is used to determine the aim of the writing in the future.

8) Audience

Knowing the audience is important because it will make a writer know more about what has to be written

9) The writers' process

A writer should be aware of how to get ideas, writes drafts, and revises.

Based on the aspects presented above, it is clear that there are a lot of requirements which have to be supplied by a writer in process of writing.

¹⁸James D Williams, *Preparing to Teach Writing: Research, Theory and Practice Third Edition* (New Jersey, Lawrence Erlbaum Associates Inc, 2003), p. 171

A writer needs to pay attention to all aspects in order that the readers can get the message clearly and easily. In other words, the readers can catch the point of writer's writing if the aspects are involved. It is very meaningless if writer's writing is hardly comprehensible because the first goal of writing is to share the writer's thought. In line with this idea, Hughey wrote that:

Writing is an essential form of communication. Through writing, we express our feeling-our hopes, dream, and joys as well as our fear, anger, and frustration. Through writing, we express our idea-our plan, our recommendation, our values and our commitments. We explain to others whom we are what we believe and understand, and why we believe and understand as we do.¹⁹

Furthermore, Grolier, in Vera stated that "writing is a way to record ideas and communicate feelings, experiences, and thought with others."²⁰ Based on the quotation above, it can be stated that writing is a way to communicate between a writer and the readers in written form, so that a writer has to make the communication clearly by supplying and paying attention to the aspects of writing carefully.

c. The Purposes of Writing

Everything that we do in our life has purpose, of course, as one of the language skills; writing has its own purpose. The first thing that becomes a writer's intention when sharing the ideas in written form is to make others interested in reading that writing makes them understand what a writer writes. Besides, a writer also has a specific purpose. If the ideas are

¹⁹Jane B Hughey, et al, *Op. Cit*, p. 33

²⁰Vera Rita, *Using Flow Chart to Increase Students' Ability in Writing Descriptive Text at The Second Year of SLTPN 2 Bungaraya:(Pekanbaru, Unpublished, 2010)*, p. 10

understandable, the writer's purpose will be reachable. Regarding this idea, Penny wrote that:

the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the readers; so the ideas themselves should arguably be seen as the most important aspect of the writing.²¹

In reference to this idea, Raimés stated that “purposes of writing are to communicate with readers, to express ideas without pressure of face to face communication, to explore subjects, and to record experiences.”²² In addition, Gorman in Murcia, in Syafi'i said that the involvement of production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person/s addressed, and the function of what it is written for.

Based on the quotation above, it can be said that the writing purpose of every writer is different. Furthermore, to communicate in written form, a writer should consider the readers in order that the message that they catch is the same as a writer intends to.

Talking about the purpose of writing, Nunan in Rizky pointed out that “the purpose of writing is both to express and impress. It means that, a writer is not only sharing ideas when writing, but also making those ideas remembrance to the readers. There are some purposes of writing, for instance, to entertain, to inform, and to persuade. Reid stated that writing has purposes to explain or educate, to entertain or amuse, and to persuade

²¹ Penny Ur, *Op. Cit*

²² Ann Raimés, *Op. Cit.*p.4

or convince.²³ Furthermore, Coffin in Rizky also stated that writing has several purposes:

- 1) As assessment
- 2) As a facility to critical thinking, understanding and memory
- 3) To extend students' learning beyond lectures and other formal meetings
- 4) To increase students' communication skill
- 5) To train students as future professionalism particular disciplines

Based on the ideas above, it can be concluded that there are various goals in writing. The purpose of writing between a writer to another writer will be different, it depends on the kind of writing itself.

d. Kinds of Writing

Before writing, a writer is suggested to know the kinds of the writing itself. Knowing the kinds of writing helps a writer to reach the purpose of writing delivered. As mentioned before, every writer has different purpose from another; it is due to the fact that the kind of the writing of a writer is not always the same. Therefore, a writer has to know the kind of a writing that will be written. In other words, the kind of the writing depends on the purpose of writing itself. In line with this idea, Kane stated that:

The various effects a writer may wish to have on his or her readers –to inform, to persuade to entertain- result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description or narration.²⁴

²³Joy M. Reid, *The Process of Composition*, (New Jersey:Prentice-Hall, 1988), p.23

²⁴Thomas S. Kane, *The Oxford: Essential Guide to Writing*, (New York: Oxford University Press, Inc, 2000), p. 6

Furthermore, Kane stated that there are some kinds of writing, they are:

1) Exposition

It is a kind of writing which reveals what a particular mind thinks or knows or believes, and it is constructed logically. Exposition is used to argue a case for or against a particular position or point of view.²⁵

2) Description

Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions.²⁶

3) Narration

Narration is a story; it is a series related story. It constructs a pattern of event with a problematic and unexpected outcome that entertains and instructs the reader or listeners. According to Knapp and Watkins it is one of the most commonly read.²⁷

4) Persuasion

It is a kind of writing which asks the readers to change their believe or thought. It is usually about controversial

²⁵ Board of Studies NSW, *English K-6 Modules*, (Sydney: Board of Studies NSW, 1998), p.77

²⁶ Thomas S. Kane, *Op. Cit*, p.7

²⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), p. 220

topics and often appeals to reason in form of argument, offering evidence or logical proof. According to Reid the purpose of persuasion is to present an opinion to the reader and explains, clarifies, and illustrates that opinion in order that the reader take an action.²⁸ In conclusion, persuasion is another name of hortatory exposition.

e. Scoring writing system

All of the aspects in writing can be scored in order to find out how good writing is produced. In this research, researcher used the writing assessment used in the school. The aspects of writing assessment can be seen from the following table:

Table II.1
Assessment Aspects of Writing Hortatory Exposition Paragraph

No	Aspects Assessed	Score			
		1	2	3	4
1.	Content				
2.	Organization a. Thesis b. Arguments c. Recommendation				
3.	Vocabulary				
4.	Grammatical features				
5.	Spelling & punctuation				
Total maximum score		20			

Explanation of score:

1 = Incompetent

2 = Competent enough

3 = Competent

²⁸ Joy M. Reid, *Op. Cit*, p. 89

4 = Very competent

There are five aspects that have to be assessed in hortatory exposition paragraph, those are:

1) Content

In this aspect, the students have to be able to develop the content of hortatory exposition paragraphs.

2) Organization

In this aspect, the students have to be able to develop organization of hortatory exposition paragraphs. These are:

a) Thesis

A thesis contains the writer's statement of his or her position about a certain topic.

b) Arguments

Arguments involve description of facts to support his statement in thesis given.

c) Recommendation

Recommendation gives suggestion advice or recommendation.

3) Vocabulary

In this aspect the students have to be able to use the appropriate vocabularies in hortatory exposition paragraphs.

4) Grammatical feature

In this aspect the students have to be able to employ the grammatical features of hortatory exposition paragraphs correctly.

5) Spelling and punctuation

In this aspect the students have to be able to employ the spelling and punctuation in hortatory exposition paragraphs correctly.

In addition, the way to calculate the final score of students' writing is like the following formula:

$$\text{Final score} = \frac{\text{Totalscore}}{\text{Maximumscore}} \times 80$$

Furthermore, it is necessary to classify the students' score in order that the scores can be classified to bad, less, enough, good, or very good classification. Suharsimi Arikunto in Wakhit classifies the students' score in the following table:²⁹

Table II.2
Classification of Students' Score

Score	Classification
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Bad

Briefly, the students' writing ability can be assessed based on the rubric assessment provided in curriculum of school.

2. The Nature of Paragraph

A writer not only writes the sentences, but also makes the sentences to be meaningful, so that the writing is understandable to the readers and can impress them. In other words, a writer has to be able make the sentences to

²⁹ Wakhit Sunani, The Effect of Using Humor Strategy toward Speaking Ability of The Second Year Students at SMPN 2 Singingi District Kuantan Singingi Regency, (Pekanbaru:Unpublished, 2012), p. 29

be a good paragraph. A paragraph is a group of sentences that contains meaning. It means that, a paragraph is the sentences which join together and talk about something. In line with this idea, Oshima and Hogue defined that “a paragraph is a group of related sentences that discuss one (usually only one main idea).”³⁰

In addition, according to Reid, “paragraph refers to a series of sentences that develop one idea.”³¹ Reid also said that the number of sentences in a paragraph is unimportant; it can be as short as one sentence or as long as ten sentences. It means that, there is no rule about the number of sentences in a paragraph, but it is better to make the paragraph to be long enough in order that the main idea is developed clearly. In reference to this idea, Syafi’i et al defined that “a paragraph is a unit of information in writing unified by a central idea.”³² Moreover, they stated that the length of paragraph depends on the completeness of the idea or topic discussed in the paragraph. Based on this idea, it can be said that no matter how many the sentences in a paragraph, the most important thing is that a paragraph has to discuss the idea completely.

It is true that to write a paragraph a writer has to make the sentences join together, but it is not enough. A writer should be careful in organizing the sentences. The sentences have to be agreeable with the parts of paragraph itself. According to Oshima and Hogue, “all paragraphs have a

³⁰ Alice Oshima and Ann Hogue, *Writing Academic English, Fourth Edition*, (New York: Pearson Longman, 2006), p. 2

³¹ Joy M. Reid, *Op. Cit*, p. 8

³² M. Syafi’i S et al, *Op. Cit*, p.1

topic sentence and supporting sentences, and some paragraphs also have a concluding sentence.”³³

a. Topic sentence

Every good paragraph has a topic sentence which states the main idea clearly. It is the most important sentence in a paragraph, because topic sentence indicates what a paragraph is going to discuss. A topic sentence consists of a topic and a controlling idea. Reid stated that “a topic means a subject that has been narrowed so that it can be covered thoroughly.”³⁴ Controlling idea refers to the statement that limits the topic in a topic sentence. There are three important points to remember about a topic sentence:

- 1) A topic sentence cannot be a simple statement of fact because in a fact there are no controlling ideas that need development.
- 2) Weaker sentences are often simple personal opinion.
- 3) A successful topic sentence usually contains an opinion that will be proved or supported in the paragraph, or a statement of intent that the writer will explain in detail in the paragraph.

b. Supporting sentences

The supporting sentences are the sentences that explain or prove the topic sentence. Supporting sentences consist of two kinds. They are:

- 1) Major supporting sentences

³³ Alice Oshima and Ann Hogue *Op. Cit.*, p. 3

³⁴ Joy M. Reid, *Loc. Cit*

Major supporting sentences are sentences that directly support the idea in the topic sentence.

2) Minor supporting sentences

Minor supporting sentences are sentences that directly support the major supporting sentence and at the same time indirectly support the topic sentence.

It is necessary to note that the function of the supporting sentence is to provide the reader with the evidence that the idea expressed in the topic sentence is true.

c. Concluding sentence

The concluding sentence is like the topic sentence because both topic and concluding sentence are general statement. There are two function of concluding sentence; it signals the end of the paragraph and leaves the readers with most important ideas to remember. A writer can write a concluding sentence by summarizing the main points of the paragraph or repeating the topic sentence in different words. A writer needs to write a concluding sentence for single paragraph. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay.

. A good paragraph not only consists of a topic sentence, supporting sentences and concluding sentence, but it has to supply some characteristics. One of the considerations to be a good writer is

that a writer has to be able produce a good paragraph There are three characteristics of a good paragraph, those are:

a. Unity

It means that all of the sentences in a paragraph discuss about one main idea, and every supporting sentence must be related to the main idea.

b. Coherence

It means that the parts of the paragraph are logically connected.

c. Capitalization and punctuation

It is important to a writer to pay attention the rule of using capital letters, such as capitalize the first letter of the first word of sentence, capitalize the pronounce, all proper nouns, and so on. Besides, a writer has to pay attention to the rule of punctuation in order that the meaning of sentence is clear, for instance, the using of full stop, question mark, etc.

Based on the explanation depicted above, it is clear that a paragraph is a group of sentences which has a role as a topic sentence, supporting sentences and a concluding sentence. Moreover, to make it to be a good one, it has to be unity, coherence, and so on.

3. Writing on Hortatory Exposition paragraphs

There are some kinds of paragraph that should be learned by students in senior high school, one of them is hortatory exposition paragraph. Athanasopoulos and Sandford in Herni Lestari et al stated that hortatory

exposition is a type of paragraph to persuade someone to take some more action.³⁵ Hortatory exposition explains point, idea, and opinion, to influence the reader to have pro or contra to the case.

In line with this idea, Morin in Henri Lestari, said that the purpose of hortatory exposition paragraph is to propose, suggest and command.

Anderson, in Nadrah also stated that:

it also aims to persuade the reader or listener by presenting one side of argument that is the case for or the case against. This kind of exposition is called persuasive which persuade the readers that something should or should not be the case.³⁶

Moreover, Kangguru Radio English also said that hortatory exposition is also called persuasive writing.³⁷ Persuasive writing intends to convince the reader to accept our recommendation and/or take a specific action. According to Glathorn in Herni persuasion is the way we tell about what we should do or think by reporting facts, expressing opinion, persuading, propagandizing, brainwashing, etc.

Furthermore, Beti et al said that the generic structure of hortatory exposition are a thesis, arguments, and recommendation.³⁸

a. Thesis

A thesis contains the announcement or issue

³⁵Herni Lestari, et.al., Using PQP (Praise-Question-Polish) Technique to Improve The SMA Santa Maria Pekanbaru Second Year Students' Ability in Writting Hortatory Exposition Text, (Pekanbaru:Unpublished, 2012), p.4

³⁶Nadrah, Genre of Exposition Learning Model in Improving College Students' Argumentation Writing Skill, (Bandung, Unpublished, 2011), p. 3

³⁷ Henri Lestari, et al, *Op. Cit*

³⁸Beti Sabitah et al, *English Book: a Communicative Way of Learning English for Senior High School StudentsGrade XI*, (Cianjur: SMAN 1, 2011). p.34.

b. Arguments

Arguments present reason for concern leading the recommendation

c. Recommendation

Recommendation states of what ought or ought not to happen.

In reference with this idea, Sudarwati and Grace wrote that rhetorical structure in hortatory exposition is also organized by three parts: thesis, arguments, and recommendations.³⁹

a. Thesis

It contains the writer's statement of his or her position about a certain topic

b. Arguments

Arguments involve description of facts to support his statement in thesis given.

c. Recommendation

Recommendation gives suggestion advice or recommendation.

In addition, the language features of hortatory exposition are:⁴⁰

a. The use emotive words

Example: alarmed, worried

b. The use words that qualify statements

Example: usual, probably

c. The use words that link arguments

Example: firstly, however, on the other hand, therefore

³⁹Th. M. Sudarwati and Eudia Grace, *Look Ahead: An English Course for Senior High School Students Year XI*, (Jakarta: Erlangga, 2006), 204

⁴⁰*Ibid*

- d. The use present tense
- e. The use compound and complex sentences
- f. The use modal and adverbs

Example: can, may, certainly

- g. The use of subjective opinions using pronoun *I* and *we*

Based on the explanation above, it can be stated that hortatory exposition is known as persuasive paragraph which aims to persuade people to do or not to do something. In order to make a good hortatory exposition paragraph, a writer should know the generic structure and grammatical feature of the hortatory exposition paragraph well.

4. Students' Writing Ability on Hortatory Exposition Paragraphs

Writing is very important for communication. In each field of life, there must be different need of communication through writing. For example, student writes project paper, takes test and make reports. Based on description above, it is important to know to compose and to communicate information and ideas in written English. Many students consider writing only as a classroom exercise, truly, students need to recognize that mastering the complexities of writing process not only will help them to attain their immediate goal-well written essay, reports, and research paper, but will also serve them for beyond the confines of the English classroom.

In standard competence, the function of teaching writing are the students express the meaning of the simple text monologue/essay that uses written form fluently and accurately in narrative, spoof and hortatory

exposition paragraph to interact in the contexts of daily life. In conclusion, the ability to write good paragraph is one of students' skills that should be mastered.

5. The Factors Influence Students' Writing Ability on Hortatory Exposition Paragraphs

There are some factors that influence writing ability, one of them is lack of practice. If the students are lack of practice on their writing, they will not be able to write English well although they have good techniques and good teacher. According to Purwanto, there are two big factors that influence students in learning process, they are as follows:⁴¹

- a. Internal factor which includes psychological aspects, such as interesting, motivation, attitude and talent.
- b. External factor which includes environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facility, management, and administration).

Based on explanation above, the writer concludes, there are some factors that influence students' writing ability, they are:

- a. Internal Factors
 - 1) Students' Motivation

⁴¹Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Rosdakarya, 2004), p. 107

According to Donal in Seri Wahyuni, motivation is changing energy from someone that marks with feeling started by responding the objectives.⁴²

2) Students' Interesting

Interesting is to attract your attention and make you feel interested.⁴³

3) Students' Talent

Talent is a basic factor that influences students' successful in learning.

4) Students' Attitude.

According to Grave in Seri Wahyuni, attitude and motivation are crucial determinant of learning.⁴⁴

5) Personal Experience

Writing hortatory exposition paragraph is one of kind of paragraphs that ask other people to do or not to do something.

b. External Factors

1) Teacher's Role

Teacher has a role in influencing students' ability in writing hortatory exposition paragraphs. In teaching and

⁴²Seri Wahyuni, *The Use of Experience Generalization Reinforcement Application (EGRA) Technique Toward recount Text Writing Ability at the Second Year Students of State Senior High School*. (Pekanbaru: Unpublished, 2012), p. 20

⁴³*Oxford: Learner's Pocket Dictionary, Op. Cit.*, p. 233

⁴⁴Seri Wahyuni, *Op. Cit.*, p. 21

learning process, the teacher should plan what strategy, technique or method and material will be used.

2) Curriculumm.

Curriculum is an external factor that influences students' ability in writing hortatory exposition paragraphs.

Curriculum is consisting of standard competence for students.

6. The Nature of STOP and DARE Strategy

According to De Lapaz and Graham in Steve Graham "STOP and DARE strategy is a strategy designed to help students to carefully consider both sides of an argument, decide which side to support, and build an argument that is both compelling and fairs in writing a persuasive paper."⁴⁵ STOP stands for suspend judgment, take a side, organize idea, and plan more as you write. In addition, DARE stands for develop main idea, add supporting detail, reject one argument, and end with conclusion.

The procedures of STOP and DARE strategy are as follows:⁴⁶

- a. The students consider each side of topic before taking position.
- b. The students determine which side will have the strongest argument or which side students believe in.
- c. The students select ideas that make powerful arguments by putting an asterisk next to the ideas that they want to be

⁴⁵ Steve Graham, et. al, *Loc. Cit.*

⁴⁶Torri Lienemann and Robert Reid, *Loc. Cit*

sure and use. In addition, they identify several arguments that they will refute and put their ideas in numerical order.

- d. The students keep planning as students continue to write.
- e. The students develop a topic sentence.
- f. The students add supporting idea.
- g. The the students reject argument for the opposing side.
- h. The students end with conclusion

7. Teaching and Learning Writing by Using STOP and DARE Strategy toward Students' Writing Ability on Hortatory Exposition Paragraphs

Teaching writing is not an easy work for a teacher. To help a teacher in teaching writing, a teacher should apply a strategy. A teacher has to be selective in choosing and applying the strategy in teaching writing. It means that the strategy that teacher uses has to be appropriate to the kind of writing itself. In this research, the researcher only focuses on using a strategy in teaching hortatory exposition paragraphs, called STOP and DARE strategy.

According to De Lapaz and Graham in Steve Graham, "STOP and DARE strategy is designed to help students to carefully consider both sides of an argument, decide which side to support, and build an argument that is both compelling and fair in writing a persuasive paper."⁴⁷ In addition, Torri Lienemann and Robert Reid also stated that "STOP and DARE is another strategy students can use to plan and

⁴⁷ Steve Graham, *Loc. Cit*

organize persuasive essay.”⁴⁸ Moreover, Linda H. Mason also said that STOP and DARE strategy is a strategy used for persuasive paragraph.⁴⁹ STOP and DARE strategy has two mnemonics components, which are designed to emphasize reflection and planning.

STOP stands for Suspend judgment, Take a side, organize main idea, and plan more as you write. In addition, Barbara and Duke say that in STOP students use graphic organizer with a column for ideas for and against particular position, to support their planning and decision making.⁵⁰ Cue cards help students remember specific steps within STOP. For example, within the “Organize Idea” step, students are cued to give star the ideas they want to use and those they want to dispute, as well as to number their ideas in order they want to use them.

In addition, DARE stands for develop a topic sentence, add supporting ideas, reject possible arguments for the other side, and end with a conclusion.

In teaching and learning writing, the teacher introduces this strategy by first establishing the purpose of instruction. Students need to understand that a good writer plans before organizing and that planning leads to better essay. Each step used in the planning process is discussed

⁴⁸Torri Lienemann and Robert Reid, *Loccit*

⁴⁹ Linda H. Mason, *Self-Regulated Strategy Development Instruction for The Struggling Adolescent Writer*, (Pennsylvania: Unpublished, 2010), p. 26

⁵⁰ Barbara M. Taylor and Nell K. Duke, *Effective Literacy Instruction: Research Based Practice K-8*, (New York: Guilford Press, 2013), p. 349

and its importance explains.⁵¹ Teacher then asks students to commit to learn STOP and DARE strategy with the goal of writing better opinion essay. After this instruction, the students are asked to repeat the steps and their importance to the teacher to ensure students understanding.

In line with this idea, Joseph Boyle and David also stated that in the first session of teaching this strategy, the teacher discusses with students the purpose of the strategy and how it helps during the planning stages of writing.⁵² This discussion should include the benefits of the strategy and the goal of learning to write the better essay. Furthermore, after obtaining a commitment to learn, the teacher describes the strategy steps and informs students that the STOP strategy is meant to have them stop, reflect and plan before writing. After that, the teacher reviews all of the steps and models all of the steps to STOP for the students. Students will slowly become involved in this demonstration and contribute ideas and formulate sentences during the writing portion.

A recent study by Joseph and David shows that students have successfully used this strategy with feedback, they begin working independently.⁵³ After introducing the STOP strategy, the teacher introduce the DARE strategy to students to develop their topic sentence, add

⁵¹ Laura Tompson Jacobson, *Improving the Writing Performance of High School Students with Attention Deficit/ Hyperactivity Disorder and Writing Difficulties*, (New York: Elsevier Academic Press, 2009), p. 41

⁵² Joseph Boyle and David Scanlon, *Method and Strategies for Teaching Students*, (Canada: Wadsworth Cengage Learning,, 2010), p. 251

⁵³ *Ibid.*

supporting details, reject at least one argument for the other side and end with conclusion.

Regarding this idea, Torri Lienemann and Robert Reid wrote that the steps of STOP and DARE strategy are as follows:⁵⁴

a. Suspend judgment

In this step students consider each side of topic before taking position.

b. Take a side

Students determine which side will have the strongest argument or which side students believe in.

c. Organize ideas

Students select ideas that make powerful arguments by putting an asterisk next to the ideas that they want to be sure and use. In addition, they identify several arguments that they will refute and put their ideas in numerical order.

d. Plan more as you write

Keep planning as students continue to write

e. Students develop a topic sentence

f. Students add supporting idea

g. Students reject argument for the opposing side

h. Students end with conclusion

⁵⁴Torri Lienemann and Robert Reid, *Loc. Cit*

Based on the explanation above, it can be concluded STOP and DARE strategy can be used by students in writing hortatory exposition paragraphs, because as mentioned before hortatory exposition paragraph is also called persuasive paragraph, and STOP and DARE strategy is a strategy which can be applied by the students in writing persuasive paragraph.

B. The Relevant Research

As a matter of fact, there are several researches conducted by some researchers which are relevant to this research. First, the research by Fahrizal, it is an experimental research with quasi experimental design.⁵⁵ He tried to find out how students' ability on writing persuasive essay taught by using Pow and Tree strategy is, to find out how students' ability on writing persuasive essay taught without using Pow and Tree strategy is, and to find out whether there is any significant effect of using Pow and Tree strategy on students' ability on writing persuasive essay of the second year students at state senior high school 1 Kampar Kiri. In his research, he concluded that students' ability on writing persuasive essay taught by using Pow and Tree strategy is higher than without using Pow and Tree strategy. Second, the research by Dwi Endriani, it is an experimental research with quasi experimental design.⁵⁶ She tried to find out how

⁵⁵ Fahrizal, *The Effect of Using Pow and Tree Strategy toward The Ability in Writing Persuasive Essay at The Second Students of State Senior High School 1 Kampar Kiri Hilir Kampar Regency*, (Pekanbaru: Unpublished, 2011), 40

⁵⁶ Dwi Endriani, *The Effect RAFT (Role, Audience, Format, Topic) Strategy Toward Students' Ability in Writing Narrative Text at The Second Year Students of SMAN 12*, (Pekanbaru: Unpublished, 2012), 44

students' ability on writing narrative text taught by using RAFT strategy is, to find out how students' ability on writing narrative taught without using RAFT strategy is, and to find out whether there is any significant effect of narrative paragraph of the second year students at SMAN 12 Pekanbaru. In her research, she concluded that students' ability in narrative paragraph taught by using RAFT strategy is higher than without using RAFT strategy.

C. The Operational Concepts

The operational concept is the concept use in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. It is needed by researcher to explain the variables in this research. This research is designed into two variables, variable "x" as independent variable and variable "y" as dependent variable.

1. The independent variable is using STOP and DARE strategy

The indicators of using STOP and DARE strategy (variable x) are as follows:⁵⁷

- a. The researcher asks the students to consider each side of topic before taking position.
- b. The researcher asks the students to determine which side will have the strongest argument or which side students believe in.

⁵⁷Torri Lienemann and Robert Reid, *Loc. Cit*

- c. The researcher asks the students to select ideas that make powerful arguments by putting an asterisk next to the ideas that they want to be sure and use.
 - d. The researcher asks the students to keep planning as students continue to write.
 - e. The researcher asks the students to develop a topic sentence.
 - f. The researcher asks the students to add supporting idea.
 - g. The researcher asks the students to reject argument for the opposing side.
 - h. The researcher asks the students to end with conclusion
2. The dependent variable is students' writing ability on hortatory exposition paragraphs.

The indicators of students' writing ability on hortatory exposition paragraphs are as follows:⁵⁸

- a. The students are able to write a thesis on hortatory exposition paragraph.
- b. The students are able to write arguments on hortatory exposition paragraph.
- c. The students are able to write recommendation on hortatory exposition paragraph.
- d. The students are able to use emotive words on hortatory

⁵⁸ Th. M. Sudarwati and Eudia Grace, *Loc. Cit*

exposition paragraph.

(e.g.: alarmed, worried)

- e. The students are able to use words that qualify statements on hortatory exposition paragraph.
(e.g.: usual, probably)
- f. The students are able to use words that link arguments on hortatory exposition paragraph.
(e.g.: firstly, however, on the other hand, therefore)
- g. The students are able to use present tense on hortatory exposition paragraph.
- h. The students are able to use compound and complex sentences on hortatory exposition paragraph.
- i. The students are able to use modal and adverbson hortatory exposition paragraph.
(e.g.: can, may, certainly)
- j. The students are able touse subjective opinions using pronoun/and *we* on hortatory exposition paragraph.

D. The Assumption and Hypothesis

1.The Assumption

In this research, researcher assumes that:

- a. The students' writing ability on hortatory exposition paragraphs taught before using STOP and DARE strategy is various.

- b. The students' writing ability on hortatory exposition paragraphs taught after using STOP and DARE strategy is various.
- c. The better STOP and DARE strategy is applied in teaching and learning writing on hortatory exposition paragraphs the better students' writing ability on hortatory exposition paragraphs will be.

2. The Hypothesis

H_0 : There is no significant effect of using STOP and DARE strategy on students' writing ability on hortatory exposition paragraph of the eleventh grade at MA HasanahPekanbaru.

H_a : There is a significant effect of using STOP and DARE strategy on students' writing ability on hortatory exposition paragraph of the eleventh grade at MA HasanahPekanbaru.