

CHAPTER II

REVIEW OF RELEVANT LITERATURE

There are four parts that will be discussed in this chapter those are Writing, Hortatory Exposition Text, Four Corners Strategy and Previous Study.

A. Writing

1. The Nature of Writing.

Writing is not an easy and simple job. With regard to its nature, most students hardly ever follow their writing stages in their writings. They often copied text from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks. The students were rarely taught to write in English. They just did the assignment and discuss the answer together. When the students were ask to write, they were reluctant to write even a very simple text, and the product of the writings were far from the expectation. Blanchard and root (2003) even state that writing can be difficult even in the first language. In a new language, writing can be even more difficult. It is not just in the matter of putting ideas into written text but also transferring them into the target language. Richards and Renandya (2002) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in the generating and organizing ideas, but also in translating these idea into readable or a good text, Schunk (2008) states that writing refers to translating ideas into

Linguistic symbols in print. Westwood (2008) asserts that language becomes the most difficult skill because its development involves coordination of many different aspects such as cognitive, linguistic and psychomotor process. Then, speaking and writing works are different in some ways. One of them is a writing work cannot be understood well by the readers if it does not use appropriate language and mechanics such as tense, spelling, punctuation and so on.

In general, writing is an activity that exploring opinions and ideas into words. According to Brown (2001) writing is a thinking process of ideas, experiences and feeling in the written form. It means that by writing you can express what you are thinking or feeling or you can express something in your mind to the other through to organized word and communicative sentence.

Writing is an activity to deliver message or communication in written form from writer to the reader. This is supported by Soprano and Yunus (2006) quoted by Andayani (2015), he stated that writing is an activity in delivery message (communication) like idea, concept, experience or information with written to other people. It means that by writing the writer can communicate with the reader indirectly.

In summary, writing is one of English skill that has to be master to language learners. Writing can be defined as thinking process of express idea, comments, or suggestion in written form, it can be the purpose to communicate with other by written text.

2. The Purpose of Writing

The purpose of writing is depending on writer's reason, why they are writes. This is suitable with Dietsch's statement (2006), she states that the purpose of writing refers to writer's aim or the reason in writing which can be stated or implied. Identifying our purpose early can help us to keep our draft on select organizational strategies to fit ideas.

The purpose of writing can be divided into general and specific. The general purpose is depending on genre, such as hortatory exposition text is to persuade, narrative text is to entertain, and report text is to inform. The specific purpose it can be implied and directly stated. This is supported by Dietsch (2006) she stated that:

“The general purpose for writing can be divided into two terms: general and specific. The general purpose writing has four general purpose: to inform, to persuade, to entertain and to express. Those can be combined in various ways. The specific purpose may be implied or stated. The purpose is invariably implied in a theme that permeates the piece. In expository writing, the purpose is usually stated directly for clarity either in a topic sentences or in thesis”

3. The Aspect of Writing Skill

Text is one of tools that used the writer to share or express their ideas to the readers then they are would try to catch the core, the point of the ideas and the meaning of ideas. Not only that but also it can be to communication the writer with others. Hence, the readers are able to understand what the writers want to share and convey. This statement is support by Isnawati (2016) state that writing skill is the ability to express ideas in acceptable written English form.

Writing is person's ability to express their idea in written form. Writing is indirect communication between writer and reader. It means to communicate and deliver messages to the reader. Sudaryanto (2001) said that writing skill is a person's ability to express their mind and feeling which is expressed in a written language, in graphic symbols that the readers are able to understand the message inside. From that statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentence, and paragraphs which are easy to understand for the readers.

4. Assessing Writing

The researcher realises that the most important thing to know the students' writing skill is from their product, in this case their writings activity. It can be assumed that, if the students have a good writing skill, their writing will be good and almost perfect. In order to be fair on scoring process, the researcher need to decided which scoring rubric that should be used as scoring reference. In nature, there are three main types of rating scales. They are primary trait scales, holistic scales, and analytic scales.

In primary trait scale scoring, the rating scale is defined with respect to the specific writing assignment and essay are judged according to degree of succes with which the writer has carried out the assignment. However, Weigle (2002) states that in second language writing assessment, primary trait assessment has not been widely used, and little

information exists on how primary trait scoring might be applied in second language testing.

And the other hand, holistic scale is assessing a single score to a script based on the overall impression of the script. Each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria. According to Weigle (2002) argue that is another drawback to holistic scoring is that a single score does not provide useful diagnostic information about a person's writing ability. It does not allow raters to distinguish between various aspect of writing. They adds that holistic score are not always easy to interpretation, as raters do not necessarily use the same criteria to arrived at the same score.

Meanwhile, in analytical scale, script are rated on several aspect of writing or criteria rather than given single score. In line, Weigle (2002) states that analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. He also argues that analytic scoring is particularly useful for second language learners, who are more likely to show marked or uneven profile across different aspects of writing. Finally, analytical scoring can be more reliable than holistic scoring. Based on the reason above, the researcher decided to use analytical scoring rubric proposed Jacob (1981) from Weigle (2002) the writing scoring rubric

Table 2.1 Scoring Rubric**Scoring Rubric of Hortatory Exposition Text**

Criteria	Rating	Description	Score
Content	5 (excellent)	Main ideas stated clearly and accurately, change of opinion very clear	
	4 (good)	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	
	3 (average)	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak.	
	2 (poor)	Main ideas not clear or accurate, change of opinion weak.	
	1 (very poor)	Main ideas not all clear or accurate, change of opinion very weak.	
Organization	5 (excellent)	Well organized and perfectly coherent	
	4 (good)	Fairly well organized and generally coherent	
	3 (average)	Loosely organized but main idea clear, logical but incomplete sequencing	
	2 (poor)	Ideas disconnected, lack logical sequencing	
	1 (very poor)	No organization, incoherent.	
Vocabulary	5 (excellent)	Very effective choice of words and use of idiom and word forms	
	4 (good)	Effective choice of word and use of idioms and word forms	
	3 (average)	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2 (poor)	Limited range, confused use of words, idioms, and word forms	

	1 (very poor)	Very limited range, very poor knowledge of words, idiom and words forms.	
Grammar	5 (excellent)	No errors, full control of complex structure	
	4 (good)	Almost no errors, good control of structure	
	3 (average)	Some errors, fair control of structure	
	2 (poor)	Many errors, poor control of structure	
	1 (very poor)	Dominated by errors, no control of structure	
Mechanics	5 (excellent)	Mastery of spelling and punctuation	
	4 (good)	Few errors in spelling and punctuation	
	3 (average)	Fair number of spelling and punctuation errors	
	2 (poor)	Frequent errors in spelling and punctuation	
	1 (very poor)	No control over spelling and punctuation	
Total Score			

The scoring rubric is used to assess the students' writing ability. The writing evaluation system based on the five components including content, organization, vocabulary, grammar and mechanic. The level of students' writing can be described into five categories such as excellent to get five points, good to get four points, average to get three points, poor to get two points, and very poor to get one point. In sum, teachers would better use

this scoring rubric to assess the students' writing ability in order to be fair on scoring process.

B. Hortatory Exposition Text

In senior high school there are many kinds of text namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. In this study the researcher chooses hortatory exposition text to focus on the material. The purpose of hortatory exposition text is to argue a case a particular position or point of view and it proposes a suggestion at the end of argumentation.

Furthermore, there are rhetorical structure and language features of hortatory exposition text. The rhetorical structure that covers hortatory exposition texts namely thesis, argumentation and suggestion. In the thesis the writer should give general statement of topic discussed. After that the writer might give some arguments or reasons that lead to recommendation. At last, the writer should give suggestion which contains what should or should not happen. In addition, the hortatory exposition text language features are abstract noun, action verb, connective, evaluative words, modal adverbs, passive voice, and simple present tense.

In conclusion, writing can be defined as an activity of communicating a message on a page which involves both higher parts that are self-regulated thinking process and lower-order transcription skills such as handwriting, punctuation, and spelling. Then, the writing evaluation system was based on

the five components including content, organization, vocabulary, grammar, and mechanic.

C. Four Corners Strategy

1. The Nature of Four Corners Strategy.

Four corners are a strategy to discover student's content knowledge about a topic before planning a unit or lesson. Beside that allows students to think about a concept from four different perspectives of points of view. According to while according to Andrea M. Guillaume (2007) said that four corners strategy is cooperative learning strategy that provides students with the opportunity to think about their opinions and then discuss those opinion with others. Its means that, Four Corners Strategy is giving opportunity to learners for giving their opinions and discussing with others.

Furthermore, Bannet (2001) state that four corners strategy is an approach that asks students to make a decision about problem or question. Each of the four corners the classroom is labeled with a different theme. Students move to the corner that best aligns with their thinking; they share their ideas with others in their corner an then come to consensus. One member of each group shares the result of the discussion with the whole class.

According to Cara and Eric (2011) stated that four corners strategy is a cooperative teaching and learning strategy that inspires students to take past in group activities. It is most suitably used when

students are lethargic and need some meaningful physical movement in order to refocus. Furthermore, this teaching strategy help to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context. It can be use clarify student point of view, butters course content, and also develop understanding of differences in values opinions.

Four corners enhance students' interaction and encourages high level cognitive write, and it is important because task related social interaction supports students' cognitive development. It is good warm up or team building strategy that can also provide information about the students' knowledge and attitudes at the beginning of a lesson or unit.

2. The Procedure of Four Corners Strategy

Mantoooh (2010) explains that there some steps application of four corners. The first, Teacher asks a question that has multiple answers. The second, in each corner of the classroom there will be a sign that has opinion as an answer to the question. The third, the students then choose the corner that has their answer choice. The fourth, the students at each corner then discuss with their small group the reason they chose this answer and discuss their similar views. The last, the teacher then has someone from each corner share.

Moreover, Cormack (2013) gives explanation how to do four corners in the classroom. The first, clear walkway in the classroom to the four corners of the room. In each, place a question, topic, label, artifact,

picture, or concept. The second, provide each student with a source of information. It can be a picture, a word, a statement, or another form of input. The third, ask students to walk around and visit each corner of the room. As they walk around, they must decide which corner best fits or represents the picture, word, or statement they have been individually provided. After students walked to the corners, they will find their group and they can encourage them to share their thinking with other. Also they will discussion with their group to finish their work. Fourth, take note of students' use of language and demonstration of content knowledge. Fifth, once all students have settled on a corner ask them to stay standing at their corner. Have students share with a classmate at their corner why they select that corner for about two minutes. It provides a teacher with another opportunity to observe students' language use and content knowledge. The last, Invite all students to return to their seats and ask several students from each corner to share why they pick that corner.

Based on the explanation above, the writer concludes that the procedure used by the four corners is great combination between Mantooh and Cormack because the steps make the students understand how the workings of the four corner, and the readers can understand it as well as the students, and then the teacher can guide the students to critical thinking. So the writer decides to use the workings steps by Cormack (2003) because that is appropriate with the material.

The steps of Four Corners by Cormack (2003) :

1. Clear walkway in the classroom to the four corners of the room.
(place of statements)
2. Provide the student with a source of information about the statements.
3. Ask the students to walk around and visit each corner of the room.
4. As they walk around, they must decide which corner fits or represent the statement they have been individually provided.
5. After students walk to the corners, they will find their group and they can encourage them to share their thinking with other.
6. Then they will discussion with their group to finish their work.
7. Take note of students use of language and demonstration of content knowledge.
8. Once all students have settled on a corner ask them to stay standing at their corner.
9. Have students share with a classmate at their corner why they select that corner for about two minutes.
10. It provides a teacher with another opportunity to observe students' language use and content knowledge.
11. The last, Invite all students to return to their seats and ask several students from each corner to share why they pick that corner.

3. Advantages of Four Corners Strategy

According to Hyperion (2008) explains that advantages of four corners such as: Provides an opportunity for students to make their ideas

public by meeting in the corner with students who have similar ideas, students can further discuss and clarify their own thinking with others before returning to their seats and engaging in discussion with the class or small groups of students with different ideas. So the students will be enjoyed with learning activities in the classroom.

In addition, Mantooth (2010), there are several advantages of four corners such as; the first Provides structured oral language development for students and the students can deliver their opinion in front of the class. The second a quick opportunity to get up out of their chairs and talk with another partner. So the Students are actively engaged in the activity and talking with a new partner and then a brain break that provides for a motivating way for students to incorporate physical activity and social skills for students.

By using the four corners for writing class, many advantages will be given to the students. The four corners allow students to think about a concept from four different perspective or points of view. The students get an opportunity to writing well. Besides that the students can deliver their opinion and information's in written form without shy to say with English language. So, four corners strategy is very interesting strategy to guide the students to learn writing.

D. Review of Previous Study

Many researchers doing research about the use of Four Corners Strategy in teaching speaking. Based on previous study by Novrianti, Dana

Yulianti (2016) doing Teaching Speaking By Using Four Corners Strategy. Find that significant difference on students' post test score in experimental group that though using four corners strategy and control group that using strategy teacher at SMA Karya Ibu Palembang. Frensisca, Yuliana (2015) Four Corners Strategy In Teaching Speaking. Find that there was significant difference of the speaking skill before and after Being Though by Using Four Corners Strategy. Yeswita, Afni (2014) The Effect Of Using Four Comers Strategy On Students' Speaking Ability. The researcher conclude that teaching speaking by using four corners strategy was effective to be used for improving the students' speaking ability. Rahayu (2013) Conducted Research About The Use Of Four Corners Strategy In Teaching Speaking. Her study revealed that the Four Corners strategy was very usefull in helping the students to enhance their speaking ability.