

CHAPTER II

REVIEW OF LITERATURE

This chapter is consists about the theory of writing, teaching writing, writing strategy, RAFT strategy and hortatory exposition. The purpose of this chapter is to strength the research.

A. Writing

1. The nature of writing

Writing include in language skills that should be mastered by language learners. Writing can't be ignored by language learners. Writing include in productive skill, whereas the students product something from their practice. Writing itself means an activity to transfer and gather ideas, opinion or feelings into whole unity in written form. There are some definitions of writing. According to Hamp and Lyon (1990), writing is personal act in which writers take ideas or prompts and transform them into "self-initiated topic". This theory explain that writing is begins from writer's ideas then the idea change into written form by a process. Brown (2001:331) stated that writing is a thinking process, writing can be planned and given many revision before the work release. Writing can't be produce once, there are some steps beginning from prewriting, drafting, revising, editing and the last release the work. Moreover, Gebhard (1996:221) state that writing more than making appropriate word choice, or using appropriate grammar, syntax, mechanic and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose. In addition, Harmer (2007) stated that writing encourages students to

focus on using accurate language. Based on the definitions above, we can conclude that writing is done by the students is not only to fulfill school assignment or as part of studying language activity.

In another hand, writing has some purpose and function to do. Some students do not realize the important of writing and the motivation to practice writing activity. Some students do not want to practice writing and do not know how to do. The purpose of writing is to develop student creativity and intellectual. Lewin (2003:117) stated on his book that writing is a way to communicate their ideas to the audience, the purpose is to share writer's feelings, thought, opinion, joy, anger, criticism or thanks with someone else. Especially in writing teaching and learning process, there are two uses of writing in the service of learning. First, writing enables students to think about, to process, to grow ideas about certain topics and boost student understanding especially in writing course content. Second, writing enables students to gain proficiency in a critical of important skills. In addition, Raimes (1983:3) stated that writing is a part of communication and it also helps student to learn. First, writing can foster students' understanding about grammatical structures, vocabulary and idiom that teacher have been taught. Second, students have a chance to explore their language knowledge while they are writing, and they are brave enough to make a mistake. Third, students will engage in a new language when they write, and they use their eye, hand, and brain to express the idea in learning process. Based on the purpose and the function above, it can be concluded that writing has important role and give many benefit in linguistic competence for student who explore their writing through practice.

2. The writing process

Writing well comes from working through a process. In practice writing the students should pay attention in the aspects included in writing. Those aspects construct the writing, they are the organization of idea, word choice, appropriate grammar, and syntax, mechanics such as punctuation, spelling. From the technically of writing, writing also has some aspect to make the writing effective for the reader they are audience and purpose. Audience is concern on who the reader will be intended and the purpose is concern on the goal of writing itself. The last aspects make writing more understandable and meaningful.

Other than the aspects construct writing, writing has some stage that should be passed by the language learners to get an effective writing. The stages are prewriting, drafting, revising, and editing. Through those steps the writing will become well form. Some expert has different opinion for the steps in writing process. In his book, Langan (2005:22) stated that there three main stages to get effective writing. , Those are prewriting, drafting and revising. Simplify Langan drawn the writing process as below:

- a. Discovering thesis – often trough prewriting
- b. Developing solid support for thesis- often trough more prewriting
- c. Organizing the thesis and supporting material and writing it out in a first draft
- d. Revising than editing carefully to ensure an effective, error free paper

According to Lewin (2003:121) the process of writing are prewriting, rough drafting, rewriting and publishing, In addition, based on Brown and Hood (1993:06) to get effective writing the writer should orient on these questions below;

- a. Who you are writing for, it concern to the intended reader
- b. Why you are writing, it focus on the purpose of writing

- c. What you are writing about, it refers to the content of writing
- d. Where you are, how much time you have, how you feel etc. this is concern about the situation of writing.

The writing processes are explain as below;

a. Prewriting / planning

Prewriting is first stage of writing process whereas the writer requires to making preparation and plan what will write. In this stage the writer also takes their idea and details. There some techniques in prewriting stage. Technique is use to engaged writer idea as the writing sources. There are five techniques can be use in Pre writing activity.

1) Freewriting

Freewriting means write everything in form of phrase or sentence about everything that comes to writer's mind to explore possible topic. In freewriting there is no need correct syntax, grammar, adequate vocabulary etc. Freewriting process figure outs what writer wants to write and getting material down on the page. The purpose of freewriting is to make us familiar with the act of writing, it is a way to break mental blocks about writing.

2) Questioning

In questioning the writer explore the idea and details by asking questions about the subject. The writer can formulate the question by using WH questions word such us what, who, when, where, why and how.

3) Brainstorming /Making a list

In this technique the writer collect idea and details that related to the subject by making sentence list. They can put all ideas then choose them. The idea that not use can be deleted.

4) Clustering/ Mapping/Diagraming

Clustering is another technique of prewriting that can be used to generate material for a paper. This method is used to make the idea and details in form of visualization by using lines, boxes, arrows, and circles to show the relationship among the idea and details. In addition, clustering can help the writer in generating material by giving sense how the idea and details related each others.

5) Preparing scratch outline.

The scratch outline is a plan to help the writer achieve a unified, supper, well organized composition. This is very good to use in writing essay that have many parts paragraph start from introduction, body or supporting point and conclusion. This technique is the one complex prewriting technique because it often engaged freewriting, questioning, brainstorming or list- making, and clustering. In scratch outline the writer thinks carefully about the point will be used, the supporting details and the order in which the writer will arrange the point and supporting details.

b. Drafting.

Drafting is a stage whereas the writer begins to write, put their idea and supporting detail in form of draft. The most important thing here is to get words onto paper. No need to worry about the correctness, grammar, convention, organization, spelling and others. Just write

what we have on prewriting stage. In drafting stage, Kristin (:14) explain there are some strategies can be used by the writer at the first draft stage.

- 1) Using the writing space. It is important to see clearly what we have written and what changes we have made.
- 2) Getting started. Getting started helps the writer begins write their work. This stage is also guide us to make beginner sentence, sometime to get beginner sentence is difficult, so
 - a) Don't worry too much about beginning because we can change it anyway. Try to get pas it and keep going.
 - b) Write a few different beginning sentences. Choose one and then continue writing.
 - c) Don't begin at the beginning at all. Start writes anywhere. Come back later and write the beginning sentence
- 3) Keeping Going. It is good idea to push the writer stand their project to the end of a first draft. The important thing at this stage is to get idea on paper. There are some suggestion if writer found some problems in drafting ;
 - a) If unsure of the spelling of word, make an attempt and leave aa space then keep going.
 - b) If unsure of punctuation, make an attempt and put dash or mark in the trouble spot and keep going
 - c) If unsure about the words to use, write two or three alternative words, leave a space and write the alternative word in first language and keep going.
 - d) If run out from ideas, look back at prewriting note, begin to rewrite what we have write. The last put the writing away for a time, return back when we have fresh and clear mind.

c. Revising

Revising means rewriting the work or paper building on what has already been done, in order to make it stronger. In this step the writer should strength up the writing, and improve the work to be effective writing.

In revision, there are some stage that should be check by the writer

1) Revision of content. To revise the content there are some guidance sentence can be used

:

Is my paper unified?

- a) Do I have a thesis that is early stated or implied in the introductory paragraph?
- b) Does my entire supporting paragraph truly support and back up my thesis?

Is my paper supported?

- a) Are there three separate supporting points for the thesis?
- b) Do I have specific evidence for each of the three supporting points?
- c) Are there plenty of specific evidences for each supporting point?

Is my paper organized?

- a) Do I have an interesting introduction, a solid conclusion, and an accurate title
- b) Do I have a clear method of organizing my paper?
- c) Do I use transition and other connecting word?

2) Revising sentence. In revising sentence there some gidence can be use to check:

- a) Do I use parallelism to balance my words and ideas?

- b) Do I have consistent point of view?
- c) Do I use specific words?
- d) Do I use active verbs?
- e) Do I use words effectively by avoiding slang, clichés, pretentious language, and wordiness?
- f) Do I vary my sentences?

d. Editing

Editing is the last step in writing process before the work release. Editing requires recognizing problem in language grammar, syntax and mechanics. In editing there is usually a rubric or manual guide to recognize errors. In editing it can be done by own self or by peers. According to Riyanti (2015:10) in editing process, it makes students see the connection between their own work and the exercise in order to create and unambiguous communication. Than other stages, editing need much time, knowledge, experience and commitment become a good editor.

B. Teaching Writing

Teaching is process to transform the information or knowledge for someone or group. According to Brown (2000:8) Teaching is showing or helping someone to learn how to do something, giving instruction guiding in the study of something, providing with knowledge. Teaching writing here means transform many information concerns on writing skill and train the student to know, to understand and to do writing.

1. The role of teacher

Teacher has some important role in teaching and learning process, there are teacher as resources provider, learning facilitator, lecture, instructor, motivator, curriculum specialist, classroom supporter, mentor, manager, consultant, advocator, psychiatrist etc. Specifically, in writing teaching and learning process the teacher has three important roles as stated by Harmer (2007:330) teacher as:

a. Motivator

Teacher should make writing task motivate the student, creating the right condition for the generating idea and persuade the students that writing is useful activity. Teacher give suggestion to the student who can't think of anything or at least prompt with their idea and giving solution to students' problems.

b. Resources

During more extend writing task, teacher should be ready to supply necessary information and language. Teacher should tell the student that they are available and be prepared to look students' work as it progresses. The teacher should offer advice and suggestion in constructive and wise way.

c. Feedback provider.

Teacher should gives feedback on writing task demands special care. Teacher should be respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should check the focus of students' written task based on students need at the particular stage study.

2. Teaching Writing Procedure

Writing can be mastered by the language learner through teaching and learning process. The process is not done at once but through some stage as explain before. Writing is processed through prewriting, drafting, revising and editing. The goal of those processes is to make the student work become well and accepted to the audience. There are the roles of teacher in writing process according to Gebhard (1996:226)

- a. In pre writing, teacher provides chances for student to develop word. Then, provide strategies for getting started such as find a topic, generating idea, focusing the idea, planning content and organization.
- b. In drafting, teacher provide multiple draft for the students
- c. In revising, the teacher should give correction to students' draft such as deleting unimportant details, adding details needed, reorganizing the random idea and modifying draft.
- d. For editing, teacher should check the element that construct the writing such as word choices, grammar, mechanics, and sentence structure.

Both of teacher and student should have effective strategy. By applying a strategy writing process will be simpler to do. A strategy helps teacher to delivers the materials well and in simple way. It is also for student, by a strategy they can understand the material well and practice more activity. There are many strategy can be applied in teaching writing and learning process.

Remember that writing is productive skills, so that writing has different way in teaching writing rather than repetitive skills. Brown (2000:275) stated to be success in teaching productive skills is based on how the teacher organizes them and how they respond to the students' work.

- a. In the lead in stage, teacher engage student with the topic.
- b. When set the task, teacher explain what students are going to do clearly, teacher need to demonstrate the activity in some way.
- c. Student start work, teacher monitors the task by going round the class, listening to the students working and helps them where they are having difficulty.
- d. When the task is finished teacher give feed back to help student know how well they have one.

C. RAFT Strategy

1. The nature of RAFT strategy

RAFT strategy is acronym of Role Audience Format Topic. This is a strategy introduce by Carol Santa in 1988. RAFT strategy integrates reading and writing in non-traditional way. The purpose of RAFT strategy is to give students a fresh way to think about approaching their writing it is caused RAFT strategy occupies standard essay and creative writing. Fisher and Frey (2007:67) sated that RAFT strategy provides a scaffold for student. It is used to explore their writing based on various roles, audience, format and topic. According to Sons (2008:301) RAFT strategy is used to increase the quality of student' writing by personalizing the task and transforming students' idea of both the writing topic and writing event. According to Buehl (2013: 173) by using RAFT strategy students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly. In addition, According Thomas (2013:3) RAFT strategy activates prior knowledge and helps students to connect to new content that they can then be assessed on.

RAFT strategy consist of four focus, they are Role, Audience, Format and Topic. It has explained by Steele (2011: 137).

a. Role

Role here indicate the roles of the writer about the text. Is the writer a journalist, a teacher, a consultant and others. The students should understand the reflect perspective or point of view. The idea affects students to be mature and realize the significance perspective in writing. Students need to be familiar with the different roles they can act as writer.

b. Audience

Audience here contains who the reader will be intended. To make a text meaningful the writing should be read by precise reader. Is the text for public, student, teacher etc. student can learn some critical lesson about writing as medium for communication by writing on similar topic but to various audience.

c. Format

A text has different format or genre, format help the writer to make the text understandable and enjoyable to write. By using varying format of writing, it offers opportunities for creative writing and avenues for expression that might not surface if students are limited to basic essay writing.

d. Topic

Topic here is focus will be discussed by the writer. selection of writing topic often present the greatest struggle in content area writing. When considering the topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving the writers opportunity to

think through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class. Based on Saskaton Public School article (2008), RAFT strategy helps student understanding the main ideas of text, how to organize text, elaboration, and cohesive and coherence of the text. Then RAFT strategy help students know their position in making text or passage to state something strongest and it help student write text or passage effective for the reader.

Table 2.1 The example of RAFT format

Role	Audience	Format	Topic
Scientist	Student	Booklet	New innovation on biochemistry
Jurnalist	Public	News	The disaster happen in Indonesia
Doctor	Public	Article	How to keep body health

2. The advantages of RAFT strategy

By applying RAFT strategy the teacher and students can get some advantages. The teacher lead student to explore their idea, the impact student is more creative. According to Thomas (2013:2), RAFT strategy helps teacher to engaged student in writing by motivation

and differentiation through choice or by adjusting the level of requirement depending on the student. In addition, the advantages based on Buehl (2013: 176) are below:

- a. Students give more thoughtful and often more extensive written responses as they demonstrate their learning.
- b. Students are more active in processing information rather than simply answer to questions.
- c. Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
- d. Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
- e. Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred to them during the initial reading of an assignment.
- f. RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.

3. Procedure of RAFT strategy

To apply a strategy in the teaching learning process needs an effective procedure. There are the procedures of applying RAFT strategy in teaching writing by NBSS School (2000:1):

a. Step 1

- 1) Explain to the student to consider four key components: the role of writer, the audience, format and topic.
- 2) Explain to students that they are going to structure their writing around these elements using the RAFT strategy. Display a completed RAFT on the paper or blackboard and discuss the key elements with students.
- 3) Then Identify important ideas or information.

b. Step 2

- 1) Demonstrate, model and "think aloud" another sample RAFT exercise with the help of the class. Allows students to see what the teacher think.
- 2) Give another example of RAFT strategy
- 3) Brainstorm RAFT ideas about a topic.

c. Step 3

- 1) Divide students into pairs or small groups.
- 2) Ask the students to write about a chosen topic from the brain stormed list.
- 3) Then have the groups share their completed RAFTs with the class.

d. Step 4

- 1) After students become more proficient with the strategy have them create their own RAFTS based on topics studied in class start to write.

Table 2.2 The example of RAFT sheet

RAFT Sheet			
Role		Format	
Audience		Topic	
<hr/>			
<hr/>			
<hr/>			
<hr/>			
<hr/>			

D. HORTATORY EXPOSITION TEXT

1. The definition of hortatory exposition

Hortatory exposition text is one kind of non-fiction text. It is include in persuasive text in form of exposition. According to Butt (2000:241) Exposition is a factual text that is used to persuade people to particular point of view. Exposition is divided into two types they are hortatory exposition and analytical exposition. Both of them are similar, the differences are in the last paragraph. In the analytical exposition the last paragraph contains of reiteration, whereas in the hortatory exposition contain recommendation for the students.

Hortatory exposition text presents argument or reason to support the opinion. Hortatory exposition text usually discuss the current issue surround us, it is represent the attempt of the writer. The aim of hortatory exposition text is to persuade the reader that something should or should not be the case. In hortatory exposition text the writer put some argumentation to strength their opinion or idea. The argument based on the fact or theory.

2. The generic structure of hortatory exposition text

The generic structure of hortatory text exposition consist of three parts, they are

a. Thesis

Thesis is put on the beginner paragraph that consists of introduction of main idea that will be discussed. In this part, the writer takes their position of the text.

b. Argument

Argument here is supporting details of text that consist of argumentations, opinion, reasons to concern. Those are used to strength the thesis

c. Recommendation

Recommendation is put on the last paragraph that contains a statement of what something should or should not be the case.

3. Language feature of hortatory exposition text

a. Focusing on the writer.

In hortatory exposition text the focus is on writer. the text may came from the writer opinion.

b. Using Abstract noun

One of character of hortatory exposition text is using abstract noun such as policy, advantage, impact.

c. Using action verb

In hortatory exposition the writer also uses action word. It means there is verb show something can do such us run, drink, talks, etc.

d. Using modal adverbs

To persuade the reader, in writing hortatory there is modal adverb is used such as certainly, surely, etc.

e. Using temporal connective

In the hortatory exposition text there is use temporal connective to connect one argument to another such as firstly, secondly, thirdly, next, the last etc.

f. Using Evaluative word

Hortatory exposition text also uses evaluative word. The purpose is to give a resume. The evaluative words such as importantly, valuably etc.

g. Using passive voice

Passive voice sometime is used in hortatory exposition, the formula is (to be + V3)

h. Using simple present tense

The tense type is used is simple present tense, the formula are (S + V_{1 (s/es)}) or (S + to be)

Table 2.3The example of hortatory exposition text

People should Consume Diet Pills Carefully	
Thesis	Diet pills have a great potential to help you lose weight. It can be very appealing, especially if you are someone who has struggled to lose weight in the past and who is obese. But these advantages should be weighed against the possible dangers of diet pills including some dangerous effect.
Argument 1	Prescriptions diet pills are very strong drugs, and each the potential for dangerous side effect. The side

	effect can be seen on the label of the pills. Some diet pills, especially the stimulant-base diet pill, are habit-forming and as such can be abused. Abuse of the drugs may lead to addiction
Argument 2	Most prescription diet pills suppress the appetite, which causes you to consume fewer calories. On the surface, thus seems like the ultimate solution for losing weight. However, as you reduce your caloric intake, your metabolism also slows down. As your metabolism slows, the amount of weight you lose also slows down.
Recommendation	<p>The solution, of course, is to combine lifestyle changes to your diet regimen. Lifestyle changes such as regular exercise, dietary changes, and regular health check up can greatly increase your weight loss success.</p> <p>Furthermore, the dangers of diet pills should always be considered before you decide to take them. Check with your doctor before taking any prescription diet pill to find out if they are habit-forming</p>

E. Previous Study

RAFT strategy has been implemented before. In this part, the researcher uses the previous study as the comparison. First, the RAFT strategy has been successfully implemented by Fransisca, Rismaya and Luwandi in their project entitled “Improving Students’ Ability in Writing Hortatory Exposition Text by Using RAFT Strategy”. The research is concerned with finding how well RAFT strategy improved student’ hortatory text exposition text writing skill in term of correctness of writing simple present tense and

writing complete text organization of hortatory exposition text. The subjects of this research were 32 students at the second semester of the eleventh grade students of SMAN 7 Pontianak in academic year 2013/2014. Based on the data analysis, the result of the research was progress. It is showed that the students' mean score for writing hortatory exposition improved from 69.63 (average) in the first cycle to 79.90 (good) in the second cycle. It can conclude that RAFT strategy is work well in improving students' ability in writing hortatory exposition text.

Yana Riyanti also has been successfully implemented this strategy in her thesis project entitled "Improving students' descriptive writing trough role, audience, format, and topic (RAFT) Strategy" by A Classroom Action Research in the Seventh Grade of SMP Paramarta Jombang. The aim of the research is to investigate the improvement of students' descriptive through RAFT strategy and to investigate what level RAFT strategy improves students' descriptive writing. The result is the RAFT strategy has successfully improved the students' ability in writing descriptive paragraph. It can be seen from the increase of the writing scores' mean from 64.5 in the preliminary study, and 68.0 in the first cycle, to 73.5 in the second cycle.

In addition, RAFT strategy also successfully has been implemented by Ni Made Elis P, I Wayan Suarnajaya and Asril Marjohan in their project entitled "The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014". The research had an aim to investigate the effect of RAFT strategy and anxiety upon writing competency. The result showed that there was significant difference in writing competency between students taught by RAFT strategy and those taught by conventional strategy, there was an interactional

effect between the implementation of RAFT strategy and the students' anxiety, there was significant difference in the writing competency between the students' with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, and there was significant difference in the writing competency between the students' low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy.

The differences between those studies above with this research are in approach, design and focus of the study. First, Fransisca, Rismaya et.al and Yana Riyanti use classroom action research approach. In contrary, the researcher use quantitative approach. The focus of those study are on student' writing ability where the researcher here focus on students writing achievement. Second, the difference between the last study that has been conducted by I Ni Made Elis P, I Wayan Suarnajaya et.al is on the design. They use experimental with 2x2 factorial design. I contrast the researcher use pre-experimental design.