

## **CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

This chapter presents the review of related literature. It covers definition of writing, teaching writing, writing strategy, definition of argumentative text, four corners, the definition of four corners, the description of four corners, teaching writing through four corners and the advantages of four corners.

#### **A. Writing**

##### **1. The nature of writing**

Writing include in language skills that should be mastered by language learners. It cannot be ignored by language learners. Writing is one of productive skill, whereas the students produce 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. It means writing can be done by every people because it is the media or way to express what in their mind.

According to Broughton (1980; 116) the act of writing differs from talking in that it less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot do in conversation to interact with

the listener and adapt as we go along. That is why writing is not same as speaking. It means that writing has the power function to send the writers' message whether it is their ideas or even their thought. Moreover, the students should be able to catch the academic readers' understanding about the topic that the learners talking about.

Another source Brown (2001:331) stated that writing is a thinking process; writing can be planned and given many revisions 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, grammar, syntax, mechanic and organization of ideas into a coherent and cohesive form. it means writing should have meaning and message for the reader. 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 students not only to fulfill school assignment or as part of language activity, it also can improve students to be good writer.

In another hand, writing has some purposes and functions to do. Some students do not realize the important of writing and the motivation to practice writing activity. Some students do not want to write and do not know how to begin. The purpose of writing is to develop students' creativity and intellectual. According to Lewin (2003:117) that writing is a way to communicate their ideas to the audience, the purpose is to share writer's feeling, thought, opinion, joy, anger, critics or thanks

with someone else. Especially in writing teaching and learning process, there are two uses of writing in the service of learning.

The first, writing enables students to think about. Process ideas about certain topics and boost students' understanding especially in writing. 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 students 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 mistakes. Third, students will engage in a new language when they write and they use their eyes, hand and brain to express the ideas in learning process.

Based on the purpose and function above, it can be concluded that writing has necessary role and give many advantages in linguistic competence for student who explore their writing through practice.

## 2. Writing process

Good writing comes from working through a process. Students should pay attention in the aspects, those are; the organization of idea, word choice, appropriate grammar and syntax, mechanics such as punctuation, spelling. From technically of writing, it 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.

In addition Hyland (2004; 32 ) stated that writers need at least:

- 1) Grammatical competence- knowledge of grammar, vocabulary, and the language system.
- 2) Discourse competence- knowledge of genre and the rhetorical patterns that create them.
- 3) Sociolinguistic competence- the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- 4) Strategic competence- the ability to use a variety of communicative strategies.

In other hand the aspects construct writing; it has some other stages 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 experts have different opinion for the steps in writing process. According to Langan (2005:22) stated that there are three main stages to get effective writing. Those are prewriting, drafting and revising. Simplify 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

Another source 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.

According to Richard and Renadya (2002: 303), the writing processes are explained as below:

a. Prewriting / planning

Prewriting is first stage of writing process whereas the writer requires for making preparation and plan what will write. In this stage the writer also takes their idea and details. There some techniques in prewriting stage. Techniques are using issue to engaged writer idea as the writing sources. There are five techniques can be used in Prewriting 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 free writing

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

Questioning means 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 as what, who, where, when etc.

## 3) Brainstorming / Making a list

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

## 4) Clustering / Mapping / Diagramming

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 other.

## 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 part 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 (2003:14) explain there are some strategies can be used to 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 here some tips:

a) Don't worry too much about beginning because we can change it anyway. Try to get past 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 writing anywhere. Come back later and write the beginning sentence.

3) Keeping Going. It is a good idea to push the writer through their project to the end of a first draft. The important thing at this stage is to get ideas on paper. There are some suggestions if a writer found some problems in drafting:

a) If unsure of the spelling of a word, make an attempt and leave a space then keep going.

b) If unsure of punctuation, make an attempt and put a 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 of ideas, look back at prewriting notes, begin to rewrite what we have written. The last part of the writing away for a time, return back when we have a fresh and clear mind.

c. Revising



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

#### d. Editing

Editing is the last step in writing process before the work release. Editing requires recognizing problem in language grammar, syntax and mechanism. In editing there is usually a rubric or manual guide to recognized 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.

According to Grenville (2001;1), there are three purpose of writing; to entertain, to inform, and to persuade.

##### a) To entertain

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

##### b) To inform

Writing to inform has purpose to tell reader about something. This kind of informative writing can focus on objects, places, procedures and events. It can be seen in newspaper and articles, scientific or business report etc.

c) To persuade

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

The researcher use analytical exposition as kind of persuade text in which to convince reader of something that a point of view is valid by presenting some fact or data that support the opinion of writers.

## **B. Analytical Exposition Text**

### a. Definition of Analytical Exposition Text

Analytical exposition text is one persuading text. According to Eudia (2007;109) Analytical exposition is a type of paragraph that belongs to the type of argumentation text where the text contains detailed author's thinking about phenomenon that is around. It means that analytical is one of text that has some arguments in it, it purpose to explain, define, compare, or even illustrate.

According to Kane (1988; 92) stated that analytical exposition paragraph deal with facts, ideas, and beliefs. They explain analyzed, define, compare, illustrate. Moreover analytical exposition is a type of paragraph that belongs to the type of argumentation paragraph where the paragraph contains of detailed authors' thinking about a phenomenon that is around. It means that analytical exposition is

one of paragraphs that have some arguments in it order to explain, define or event illustrate.

In addition, the social function of the analytical exposition text is to convince the reader that the topic is presented is an important topic for discussion or attention by way arguments or the opinion that support the idea or topic.

#### b. Generic Structure of Analytical Exposition Text

An analytical exposition text is a type of written form that is intended to persuade the readers that something is the case. To make the persuasion stronger, the writer gives some arguments as the fundamental reason why something is the case. According to Sudarwati and Grace (2997;110), an analytical exposition has three components, they are:

##### 1. Thesis

This stage usually includes a “preview of arguments”. It means that it includes topic and brief statements of the writer’s position related to the topic in responding hot position.

##### 2. Argument

This stage consists of a ‘point and elaboration’ sequence. These should be supported by discussion and evidence. It also consist of explanation of arguments or opinion that are based facts which have been admitted the truth by policy.

##### 3. Reiteration

This last stage restates the position more forcefully in the light of the arguments presented. It means that this stage involves a conclusion or restate of statements in the topic that is truth about the case has been stated in thesis.

### **C. Teaching Writing**

Teaching is process to transform the information or knowledge for someone or group. According to Brown (2000:8) state that 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.

A writing process is a complicated process, because it process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable.

Teaching objectives in writing skill can be achieved through some approaches. Harmer (2001:25) stated that there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

There is a lot of learning techniques can be used to teach English, one of them is cooperative learning techniques, it can be loosely categorized by the skill that each enhances. According to Barkley (2005) although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple

categories. Categories include; discussion, reciprocal teaching, etc. Each category includes a number of potential structures to guide the development of a cooperative learning exercise.

The first category is discussing which has some teaching strategies such as think-pair-share which provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. Then three-step interview which can be used as ice-breaker which introduces students to one another and provide students with a venue for soliciting opinions. In addition four corners which asks students to make a decision about problem or question.

The second category is reciprocal teaching that has some strategies such as note-taking pairs which mean poor note taking leads to performance. Designing an exercise which requires students to summarize their understanding of a concept based on notes taken and receiving reflective feedback from their partner provides the opportunity to find critical gaps in their writing records. One more is jigsaw which is used for more complex problem; this structure provides students the opportunity to develop and solving problem.

#### **D. Four Corners Strategy**

According to Bannett (2001) 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 response such as agree, strongly agree, disagree, strongly disagree. Students move to the corner that best aligns with their thinking;

they share their ideas with others in their corner and then come to consensus. One member of each group shares the result of the discussion with the whole class.

. While according to Andrea M. Guillaume (2013) stated that four corners strategy is a cooperative learning strategy that provides students with the opportunity to think about their opinions and then discuss those opinions with others. Its means that, Four Corners strategy is giving opportunity to learners for giving their opinions and discussing it with others.

According to Cara and Eric (2011) stated that the four corners strategy is a cooperative teaching and learning strategy that inspires students to take part 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 helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context. It can be used to clarify student point of view, butters course content, and also develop understanding of differences in values and opinions.

Students will have the chance in meaningful dialogue with others who have these the same or offering point of view. They not only acquire and build on previous knowledge, but also develop their presentation skills. In addition tired students are re-energized in a four corners classroom.

Four corners is an instructional strategy that asks students to make a decision in regards to a question asked or a problem presented. Students must decide if they agree, strongly agree, disagree, or strongly disagree with the statement. This strategy

is an engaging activity that allows students to focus their thinking about a topic. It gives them an opportunity to present their ideas to smaller audience.

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.

### **E. Teaching Writing by Using Four Corners Strategy**

According to Monet (2001) four corners strategy shown some advantages such as; Four corners has some advantages when it is applied in teaching English process especially in teaching writing. Firstly, four corners is useful for building the knowledge, secondly, it can build oral language skills, it means that this strategy can make the learners share their ideas to their friends in a group. Thirdly, this strategy can make movement or re-energises tired students.

In other words, four corners strategy is able to make students enjoyable in teaching and learning process. There are some steps that should be applied by teacher in using four corners as their strategy in teaching writing. It gives students chance to write down and come up their arguments. According to Online Teaching Resource, the procedures to use it, as follows:

- a. Present a statement or issue, or poses a question.

- b. Provide four alternative responses (strongly agree, agree, disagree, strongly disagree) and places one response in each corner of the classroom.
- c. Give students at least 10 seconds to think on their own (“think time”)
- d. Ask students to choose the corner with the response that best represent their point of view.
- e. Ask students to pair with a partner in their corner and share with their partner the reason behind their decision.
- f. Ask each group to come to consensus and select one person to share the group reasoning and decision with the whole class.

## **F. Review of Previous Study**

Syafi’I (2011; 122) stated that relevant is required to observe some previous researches conducted by other researcher in which they are relevant to researcher itself. There are several researchers which relevancies to four coners strategy.

The researcher was done by Malcom Knowles, entitled “The Impact and Effectiveness of Four Corners Teaching Strategy”. It was an experimental research. The finding of the research indicated that the result of using Four Corners Strategy was successful and gave impact in the teaching strategy.

The research was done by Sylvia Utami entitled “The Effect of Using Corners Strategy toward Students’ Listening Comprehension at the second year students of Islamic Boarding Junior High School Darul Hikmah Pekanbaru”. She focused on



applying corners strategy in the classroom. She used experimental research design. From the research, she found the influence of applying corners strategy to improve students' listening comprehension. It also gave good improvement to students' listening comprehension.