

CHAPTER II

REVIEW OF RELATED TO LITERATURE

In this chapter, the researcher showed some theories which are in line and needed to support the idea. They're writing, argumentative text, proverb and review of previous study.

2.1 Writing

Writing is an activity that someone does to record, share and express their own idea, feeling, story and experience writtenly. Penny (1996:162) claimed that writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. For example, the students write new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written test. The statement means that writing conduct in practice a particular language point, such as: vocabulary. Penny also claimed that writing also conduct at the micro level and the macro level. The micro level, such as: handwriting or typing, spelling, punctuation, and the macro level such as: content, organization. Therefore, writing is an activity that needs more attention not only on the micro level but also on the macro level also. Students have to develop their writing ability by practicing in written text.

Brown (2004:220) that there are four types of writing performance, they're following:

1. Imitative

This type includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Imitative performance also focuses in the fundamental, basic task of writing letter, words, punctuation, etc. In this type learners are trying to master the mechanics of writing.

2. Intensive

The second type is different with imitative type. The some important in the intensive type is the learners are trying to producing appropriate vocabulary within a context, collocation and idioms

3. Responsive

Third is responsive. In this types, learners perform discourse level, connecting sentences into a paragraph.

4. Extensive

The last type is Extensive. In this types, learners focus on organizing and developing ideas logically, using details to support or illustrate ideas.

Based on the theory above, the type of writing performance which related with writing performance are imitative, intensive, responsive and extensive. This research related with extensive type, because argumentative text consists of idea, opinion and also argument which have to logic and it is supported by specific example and factual supporting idea. So, extensive type is appropriate type of the writing performance which will be conduct on this research.

2.2 Teaching Writing

Writing is a productive skill besides speaking skill which students have to be mastered. Although writing is productive skill as like speaking but these skills are different. As Heaton (1998:135) stated that writing skills are complex and sometimes difficult to teach, because students should be mastered not only of grammatical and theoretical but also of conceptual and judgemental elements. Similar to the theory that stated before, writing is the complex skill and it is also difficult to teach. Because of it, most of students think that writing is bored lesson, and they fell unconfident to write their idea because it is complex and surely take much time to do.

Writing is also one of skills of English which student must success in its every learning process. Automatically all English teachers expect that their students can success in every learning process also. According to Harmer (2007:113) in order to help students write successfully and enthusiastically in different styles, we need to consider three separate issues, they are genre, the writing process and building the writing habit.

Genre is a type of writing which members of a discourse community would instantly recognize for what it was. One of decisions

about to get students to write will depend on what genres we think they need to write in (or which will be useful to them).

The writing process is planning, drafting, reviewing and editing. When students are writing-for-writing, the teacher will want to involve the students to planning what students are going to write, drafting it, reviewing and editing what they have written and then producing a final (and satisfactory) version. Teacher will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially with some resistance on their part. By doing so, teacher will help students to be better writers both in exams, for example, and in their post-class English lives.

Many students think and say that they cannot start to write and confuse how to do it, this may be because they lack confidence, think it's boring or believe that they have 'nothing to say'. The teacher needs to engage them, from early levels, with activity which is easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also presents opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm.

2.3 Argumentative text

This research conducts argumentative text, it is one of the genres in writing which has the aim to persuade. There are two types of genre in writing to persuade, they are exposition and discussion. Exposition has two types too, they are Hortatory Exposition Text and Analytical Exposition Text, then both of the texts are the material in eleventh graders in KTSP curriculum, their definitions are as follows:

2.3.1 The definition of Argumentative text

According to Knapp (2005:118) Argumentative text is a process that involves reasoning, evaluation and persuasion. Feez and Joyce

(1998), In Malijali (2007:28) argued that writing to persuade as a form of writing that intends to influence to manipulate the reader towards the selected or chooses subject matter, information or a particular point of view. Based on two statements above the researcher can conclude that argumentative text is one of genre that purposed to persuade or influence readers about an issue.

2.3.2 The Type of Argumentative Text

According to Feez and Joyce (1998), In Malijali (2007:28) that there are two types of genre in writing to persuade, as follow:

2.3.2.1 Exposition

Exposition is a comprehensive description and explanation of an idea or theory. In another word, exposition is one of text that has aim to persuade the reader by the arguments that the writer has written. This genre entails writing to persuade for a particular point of view. In school it is used to show that students have acquired and absorbed all the relevant information, can interpret the information, and can use the information as a basis for arguments. There are two kind of exposition text, they are:

1. Hortatory Exposition text.

It is a type of spoken or written text that is intended to explain the listeners or the reader that something should or should not happen. The aim of the text is to persuade the reader or the listener about the argument which consist in the text. The generic structures of the text are thesis, arguments and recommendation. Thesis consists of topic sentence which will discuss on the next paragraph. Argument consists of opinion and specific example that support the writer's statement and the end of the text there is recommendation, which consists of advice to the writer and also closing sentences.

2. Analytical Exposition Text

It is a text that elaborate the writer's idea about the phenomenon surrounding and to persuade the reader or listener, the aim of the text is not only to persuade the reader or listener but also to make them believe and sure with the writer's arguments and opinion. The generic structures of the text are thesis, arguments and reinforcement/conclusion. Thesis consists of topic sentence which will discuss on the next paragraph. Argument consists of opinion and specific example that support the writer's statement and the end of the text there is reinforcement/conclusion, which consists of concluding sentences.

2.3.2.1 Discussion

This genre entails writing to discuss both sides of an argument

2.3.3 The Argumentative text consists on the syllabus

According to the syllabus eleventh grader of KTSP curriculum (Appendix 1) which used Barunawati Senior High School stated:

COMPETENCY STANDARD

6 Reveal the mean of text include report text, narrative text and analytical exposition text in daily life context

BASIC COMPETENCY

Writing

6.2 Reveal the mean and the rhetoric step in the text which use kind of language accurately in daily life context by using report text, narrative text and analytical exposition text

So the researcher conducts analytical exposition text as material which related with argumentative text, and also the material which will used to pretest and posttest.

2.4 Proverb

2.4.1 The Nature of Proverb

A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation. Proverbs obviously contain a lot of common sense, experience, wisdom, and truth, and as such they represent ready-made traditional strategies in oral speech acts and writings from high literature to the mass media. (Mieder 1985: 119; also in Mieder 1993: 24)

2.4.2 Proverb as Media

There are some techniques which can help students to increase their achievement in English, especially writing skill. As Raimes (1983:27) stated that the technique of teaching writing are using pictures, using reading, brainstorming, guided discussion, dictation, interview, skit, storytelling, note taking and etc. On English language teaching the student work with proverb and saying at the lesson not only help to diversify educational process and o make its brighter and interesting. Moreover it helps to solve a number of very important educational problem, such as: proverb can improve oral presentation effectiveness, it can improve reading skill, it can improve written communication skill, and can improve listening comprehension. (Gozpinar, Halis. 2011. English teachers' interest in Proverb in Language Teaching. The Journal of International Social Research. Vol 7. As the phenomena the researcher wants to apply proverb as technique in writing argumentative text especially in analytical exposition text. in line with the first research questions namely The effectiveness of Proverb in increasing students' writing ability of writing argumentative text.

2.5 How to Teach Writing Argumentative Text using Proverb

To hold proverb in argumentative text in the classroom. The teacher should apply pre-writing, writing and post-writing activities.

2.5.1 Pre-writing activity

In the pre-writing activities the teacher reviews material of analytical exposition text. The students must identify the content of an analytical exposition text. After review and explain the teacher have to ask to the students some question related with the explanation and the students have to answer the question properly.

2.5.2 Writing activity

In this step, the teacher explains the steps how to write an argument and the students have to create some arguments after listen the teacher explanation. After that the teacher defines proverb (consist definition, kind and example) and also showed to the students a strong argument by using proverb. Therefore the students create some strong argument by using proverb.

2.5.3 Post-writing activity

This is the last activity, the students should write an analytical exposition text using right generic structure and using proverb to strengthen their arguments. After all students submit their writing the teacher should check using scoring rubric.

2.6 Review of Previous Study

In this section, the researcher showed three previous studies. The first one is written by Gozpınar Halis whose title is “English Teachers’ Interest in Proverb in Language Teaching”. The objective on his research was to investigate the use of proverb used in English foreign language teaching. The researcher wanted to see how much English teachers that knowing proverbs improve for skills, writing, reading, speaking and listening. His research used mixed method design. The subject of his research was 84 English teachers of ninth graders.

. The second previous study was written by Jan Fluitt whose title is “Teaching Argumentative Writing through Film”. In this journal he taught

argumentative text through film. The objective of the study to increase the students' critically responds. The subject of this research was student in the college.

The third previous study was written by Faiqotul Himmah (2015) whose title is "The Effectiveness of Writing Diary for Students' Grammar Mastery At Tenth Graders of Yapita Senior High School Surabaya". Her research used quantitative method, especially experimental design. The subject of this study was tenth graders of Senior High School. In her thesis she taught grammar by using writing diary in teaching grammar.

The last previous study was written by Ni'matul Lailiyah (2015) whose title is "The Effectiveness of Comic Strips in increasing students' speaking ability in the second year of Junior High School". Her research uses quantitative method, especially experimental design. The subject was eight graders of Junior High School. In her thesis she taught speaking by using writing diary in teaching speaking.

In conclusion, the three previous study above used based on three previous study the researcher wants to apply mixed method design as research methodology and also apply proverb as technique in writing argumentative text.