

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theory related to the study and to support this study, the researcher discusses some previous studies relevant to the study. By studying research information from documents, textbooks, and research articles related to being the basis for research as will be proposed in this order.

A. Writing

1. The Definition of Writing

English as a foreign language (EFL) is mostly studied worldwide, including in Indonesia. It can be studied by these four component skills: listening, speaking, reading, and writing. Writing is one of the four basic. White, F. D. (1986) defines writing as the process of expressing ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn.

According to Bram, B. (1995.) He states that “writing is producing or reproducing written message.” It is a functioning cycle to compose and plan the thoughts on the paper. In this manner, before starting to compose the paper one has to figure out what the author shall have something meaningful to convey. There are some reasons why language learners should master how to write paragraphs in a good form. A person needs a mastery of various elements to use language to convey thoughts, wishes, intentions, feelings, and information in a written form (Pamela, 1991).

Writing is a skill in conveying ideas and requires practice to develop the ability to use. Caswell (2004), state that a vehicle for communication is writing, this skill is required in all aspects of life. Writing is one of the important skills that has to be developed by students because it is very important to make a relationship with others in the world. In daily life, people get an announcement, information, letters, and warnings in the form of writing. In the context of the study, the students are the subjects who deal with writing. They need to develop this skill to support their learning process.

2. The Process Of Writing

Writing is an activity that requires steps to be taken to get writing good and accurate. Essentially the writing process involves creating a text that is understood and anticipated by the reader, and the reading process involves relying on assumptions of what the writer is attempting to do (Hasibuan, 2008; (Zemach & Rumisek, 2006). Writing is the process of producing a written product that will be used for readers. And also in the process of writing, some stages must be known. According to Harmer, (2004)(Schmitz, 2012) state that there are many processes of writing, they are :

1. Planning

Before starting to write, the writer must have a plan for what things that expressed on the paper. The material that will be written can appear from the students' experience or others. It means planning is a way to collect the idea and find the topic before starting to write.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first “Go” at a text is often done on the assumption that it will be amended later.

3. Editing (Reflecting and revising)

Once the writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

4. Final Version

This last step in writing is when we check the final result to revise something wrong. Harmer said once writers have edited their draft, making the changes they consider to be necessary, they produce final version. This may be considerably different from both the original plan and the first draft because things have changed in the editing process. However, the writer is now ready to send the written text to its intended audience. In the case point, four processes are important to be done and have different functions in producing writing.

In short, writing is both of process and a product. to produce a good product of writing the writer must do it in some stages that are called as writing process the writer should pay attention to their fault. They are planning, drafting, editing/revising, and final version.

3. Types Of Classroom Of Writing Performance

According to H.Douglas Brown, (2000):343) offers five types of classroom writing performance:

1) Imitative, or writing down

This type of writing is usually for beginners the student's learning to write the letters, words, and potential sentences must simply be written in English, to learn the terminology of the spelling code. The category includes several types of dictation since dictations can serve to also teach high-order processing.

2) Intensive, or controlled

This intense writing generally appears in regulated, written grammar exercises. Thus students were instructed to create a language to demonstrate grammar, vocabulary, or sentence-building skills.

3) Self-writing

Self-writing is only written in the mind of an audience. Usually happens during class while the teacher is teaching. Writing a diary or writing a journal and taking notes can be divided into types of writing in a format they note the purpose of later recall.

4) Display Writing

This type of writing focuses on job-based responses where students respond to instruction or assignments, such as short answer questions, taking exams, including writing reports.

5) Real Writing

The purpose of this writing is to exchange useful information. Almost every writing task in the classroom has an element of display writing, whether academic, vocational, or personal. Because different writing may have different purposes, the teacher should provide a clear understanding of the student's writing style so that the student can distinguish and classify the writing.

4. Characteristics Of Written Language

Every skill has a specific character as a micro-skills. Brown, (2000:341) describes the micro-skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

B. Exposition Text

1. Definition and Purpose Of Exposition text

There are 2 kinds of exposition text, analytical exposition and hortatory exposition.

a) Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding it. The social function is to persuade the reader that the idea is

an important matter and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

b) Hortatory Exposition Text

A hortatory exposition text is a text that is intended to explain to the readers that something should or should not happen or be done. The social function or communicative purpose of the hortatory text is to persuade the reader that something should or should not be the case.

2. Generic Structure Of Exposition Text

a) Analytical Exposition Text

- 1) Thesis: introducing the topic and indicating the writer's point of view
- 2) Argument: Explain the argument to support the writer's position. Every argument must supported by evidence and explanation.
- 3) Reiteration: Restating the writer's point of view to strengthen the thesis

b) Hortatory Exposition Text

- 1) Thesis: statement or announcement of issue concern
- 2) Arguments: reasons for concern that will lead to recommendation
- 3) Recommendation: statement of what should or should not happen or be done based on the given arguments.

3. Language Features Of Exposition Text

a) Analytical Exposition Text

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using causal conjunction
- 4) Using simple present tense

b) Hortatory Exposition Text

- 1) Using Noun
- 2) Using action Verb
- 3) Using temporal connective
- 4) Using passive voice

5) Using simple present tense

4. The Example Of Exposition Text

a) Analytical Exposition Text

. Title: Tackling Bullying in Schools: Why It's Important

Bullying at school is a big problem that hurts a lot of kids. It's when someone hurts or scares another person on purpose, and it happens too much. We need to understand why it's important to stop bullying and how we can do it. This essay will talk about why bullying is bad and what we can do to make schools safer for everyone.

Firstly, stopping bullying is crucial because it helps keep kids safe. When someone bullies another person, it can make them feel scared, sad, or even sick. Nobody should feel afraid to go to school or worried about being hurt by others. By stopping bullying, we can make sure that everyone feels safe and happy at school.

Secondly, bullying can make it hard for kids to learn. When someone is being bullied, they might feel too scared or upset to focus on their schoolwork. This can make their grades go down and make them not want to go to school anymore. If we stop bullying, kids can concentrate on learning, and everyone can do better in school.

Another reason to stop bullying is that it's essential to be kind to others. Bullying hurts people's feelings and makes them feel bad about themselves. We should treat others the way we want to be treated, with respect and kindness. When we stop bullying, we show that we care about others and want everyone to be happy and treated fairly.

Lastly, stopping bullying helps kids make friends and have fun at school. When someone is being bullied, they might feel lonely and left out. But when we stop bullying and treat others with kindness, we can make friends and have a good time together. School should be a place where everyone feels welcome and included.

In conclusion, stopping bullying at school is essential for keeping kids safe, making learning better, being kind to others, and making friends. We all need to work together to stop bullying and make schools a happy and safe place for everyone. By being kind and looking out for each other, we can make a big difference and create a school where everyone feels respected and valued.

b) Hortatory Exposition Text

Title: Why Students Should Limit Cellphone Use at School

Cellphones have become an essential part of our lives, but their use at school can be a distraction and a hindrance to learning. While cellphones offer convenience and connectivity, their misuse during school hours can negatively impact academic performance and student well-being. Therefore, it's crucial for students to limit their cellphone use at school. This essay will provide four compelling arguments for why students should minimize their cellphone usage during school hours.

One significant reason to limit cellphone use at school is to minimize distractions. When students are constantly checking their phones, they become less focused on their studies and more prone to distraction. Text messages, social media notifications, and games can all disrupt classroom learning and impede academic progress. By reducing cellphone use, students can concentrate better in class and absorb information more effectively.

Excessive cellphone use can also hinder classroom engagement and participation. When students are preoccupied with their phones, they may miss out on important instructions, discussions, and opportunities to interact with their peers and teachers. Active participation in class is essential for deepening understanding and fostering critical thinking skills. By limiting cellphone use, students can actively engage in classroom activities and contribute meaningfully to their learning environment.

Another compelling argument for minimizing cellphone use at school is to prevent academic dishonesty. With access to the internet and messaging apps, students may be tempted to cheat on exams, quizzes, or assignments by seeking answers or sharing information with their peers. Academic integrity is paramount in education, and allowing unrestricted cellphone use undermines the principles of honesty and fairness. By restricting cellphone use during assessments, schools can uphold academic standards and ensure that students are evaluated based on their own knowledge and skills.

Finally, limiting cellphone use at school promotes the development of healthy habits and responsible technology usage. Excessive screen time has been linked to various

negative effects on physical and mental health, including eye strain, sleep disturbances, and decreased social interaction. By encouraging students to use their phones mindfully and in moderation, schools can support their overall well-being and teach them the importance of balance in their digital lives.

In conclusion, minimizing cellphone use at school is essential for maximizing learning opportunities, promoting classroom engagement, preventing academic dishonesty, and fostering healthy habits. While cellphones can be valuable tools, their misuse during school hours can have detrimental effects on academic performance and student well-being. Therefore, it's important for students to recognize the importance of limiting their cellphone usage and prioritize their focus on learning while at school.

C. Genre Based Activity

1. General Concept Of Genre-Based Activities

Genre not only presents teachers and students with a different view of writing but also with a distinct set of teaching practices. In contrast to process models, genre-based pedagogies support learners within a contextual framework for writing. Fore grounds the meanings and text types at stake in a situation. At their core, these methods offer writers an explicit understanding of how texts in target genres are structured and why they are written in the ways they are. To create a well-formed and effective text, students need to know the grammatical patterns that typically occur in its different stages, and the teacher's task is to assist students towards command of this through an awareness of target genres and an explicit grammar of linguistic choices (Hyland, 2003).

Genre-Based Activities is one of the methodologies in English Language Teaching (ELT) that uses the genre process as a teaching activity. In writing, Genre develops writing proficiency by teaching linguistic features and appropriate rhetorical patterns that are accepted in the target community. So the teaching of linguistic features allows students to be precise about what they are required to mention. Therefore, in genre-based teaching to learn how to write acceptably in the mainstream community, students will receive explanations of linguistic and rhetorical features first. With a clear understanding of

linguistic components and rhetorical patterns, students can learn how texts are structured and how grammar and vocabulary are combined to create meaning.

Genre realizes that different texts have different organizations and, thus, different purposes. This genre-based activity is a powerful process through which students learn social rules to follow when they write. After they acquire this basic knowledge, students can apply what they have learned.

2. Teaching Writing Through Genre-Based Activities

In this section, teaching based on a Genre-based approach moves through certain stages known as teaching and learning cycles are important aspects to draw students' attention to recognize and analyze the schematic structure and linguistic features of a genre ((Lee, 2012)). Teachers are suggested to take account of the cycles and to implement them appropriately.

There are several models of teaching and learning cycles in Genre Based Approach. Rothery (1996 cited in Emilia 2005) mentions that four phases of teaching-learning cycles consisting of (a) building knowledge of field or negotiating of field, (b) modeling and deconstructing of text, (c) joint construction of the text, (d) independent construction of text.



Figure 1. Teaching and Learning Cycles (Rothery 1996)

1.) Building Knowledge of Field

This stage, as indicated is done to build up the students' basic knowledge of the text or topic discussed. The teacher is suggested to encourage students to read and explore relevant material and take part in role-play. Moreover, the teacher also needs to highlight the expression and vocabulary used in the text. With this respect Emilia (2009) cited in Ilham, (2014)) Classify linguistic features to explain specific areas of a genre and help students recognize the salient language used in the genre being discussed.

If necessary, the teacher can translate it into the student's native language so that the student understands that the language pattern is different from the English pattern. Then, the student becomes more aware of the salient linguistic features of the genre discussed. Hammond et al., (1992) also states that the expertise-building phase allows learners to explore cultural similarities and differences, practice topic-related grammar patterns, and expand their vocabulary to incorporate shared experiences and knowledge. It has been. Building expertise usually involves introducing a topic to students.

2.) Modeling of Text

The second stage is text modeling. At this stage, the teacher introduces models of the genre to the learners. The goal of this stage is for students to understand the purpose, overall structure, and linguistic characteristics of the particular text type that the class focuses on Gibbon, (2002). There is an explicit on analyzing the genre through a model text related to a topic. Activities at this stage include discussing the social function and purpose of the text, analyzing characteristic diagrammatic structures, and analyzing grammatical patterns. As long as social function and diagrammatic structure are considered, the discussion turns to the salient linguistic features of the genre. Additionally, the use of relational processes and the use of punctuation must be explicitly taught. In this context, teachers are encouraged to carry out meaningful exercises on linguistic features.

3.) Joint Construction of Text

The third stage is collaboration, where the teacher and student or student collaborate with other students in the group to create the text (Gibbon 2002). This suggests that it is time for a clear focus on grammar, but unlike the traditional classroom, this is done in a functionally appropriate way, in the context of actual language use. It is done when it is needed. This is one of the important phases of her GBA, where students participate in groups to create texts. Harmer, (2004)) also says that successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to other's minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating.

4.) Independent Construction of Text

Independent Construction of Text is the final stage of the cycle when students write their texts (Gibbon 2002). It has to be done after group or pair construction has shown that the learners have achieved control of the genre. In this stage, the teacher's role is to give consultation when individual learners need assistance or feedback. Further, the teacher has to give constructive comments on the learner's work when necessary. In this stage, as Derewianka, (2003) suggests, activities can be shown as follows: a) guiding the students to choose a topic, b) giving a text model to let the students write their drafts, c) giving comments and suggestions to make students' text accurately, d) doing one to one conference, e) editing or publishing the students' text.

3. The Advantages Of Genre-Based Activities to Teaching Writing

a. The Advantage of Genre-Based

There are several advantages and disadvantages of the genre-based approach. First, as for the advantages, students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and purpose (Elashri, 2013).

According Flowerdew, (2015), pointed out how rhetorical instruction plays a pivotal role in writing improvement as prior knowledge. In this context, the genre

approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them. Additionally, genre-based strategies aimed at supporting, reinforcing, critiquing, and raising awareness improve students' writing performance. Support means that teachers play a central role in promoting student learning and creativity through genre-based approaches. The teacher can apply her information explicitly or help students correct their writing mistakes.

The teacher intervenes in the student's writing process as needed. Empowerment means providing access to valuable text and variation options for the pattern. A genre-based approach provides students with the opportunity to develop concepts that are understood in English-speaking cultures. Studying the target genre helps students address the appropriate linguistic and rhetorical patterns of the target genre. Critical means that genre-based approaches provide students with resources to understand and challenge valuable arguments. Raising awareness means that genre-based approaches increase teachers' comprehension of texts and teach students to write with confidence. Teachers understand how meaning is created and how to be more sensitive to students' specific communication needs by classifying and evaluating the texts they ask students to write.

According to Hyland 2004 (Paltridge, 2014) sees the advantages of genre-based writing instruction that can be summarized as follows: Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills. Provides a coherent framework for focusing on both language and contexts Needs-based. Ensures that course objectives and content are derived from students' needs Supportive. Gives the teacher a central role in scaffolding student learning and creativity. Provides access to the patterns and possibilities of variation in valued texts Critical. Provides the resources for students to understand and challenge valued discourses. Consciousness-raising. Increases teacher awareness of texts and confidently advises students on their writing.

b. The disadvantages of Genre-Based

From a theoretical perspective, the objection is to the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and deployment of a range of generic features to meet the demands of the particular rhetorical context. From a pedagogical perspective, the objection is somewhat similar: Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their written texts (Elashri, 2013).

D. Relevant and Previous Studies

The first Previous study was investigated by Mastura et al., (2020), which aimed to carry out the effect of the based approach on students' writing ability to recount text. This study used a quasi-experimental design, the participants of the study were 52 students of SMAN 5 Bengkulu Tengah (IPS 1 as the experimental class and IPS 2 as the control class). The instrument in this study was a written test. The result of this study proved that most students gave significant effect of genre-based approach on students' writing ability to recount text.

The study by Dhika & Sulhan (2021), The research aims to determine the effect of using a Genre-Based Approach on students' skill in writing recount text. This study used a quantitative design by treatment method. The participants of the study were 50 at SMP PGRI 9 East Jakarta, they were divided into two classes. The result of this study there is an effect of using Genre- Based Approach towards students' writing skills on recounting text from eighth grade. This research shows that teaching writing by using a Genre-Based Approach is effective.

The last study by Wanmuniroh(2019), this study was to obtain empirical evidence of the effect of Genre-based Activities on students' writing of recount text. This research

used a quantitative research method using a quasi-experimental design. It used purposive sampling with a research sample totaling 40 students in the tenth grade of SMK Nusantara 2 (Kesehatan) ciputat. The sample of the research was divided into experimental and controlled classes with 20 students in each class. The instrument in this study was a written test. The result of the study concluded that Genre-Based Activities are effective in teaching students' writing of recount text because they showed significant effect on students' writing of recount text

Even though many similarities can be seen from the previous studies above such as results, skills, and methods, researchers researched the effectiveness of a Genre-Based Approach using different texts. In this study, the researcher looked for the effectiveness of using a genre-based approach on students' writing skills but used a different text, the text using exposition text.