CHAPTER II
LITERATURE REVIEW

A. Writing

1. Definition of Writing

Nunan (2003: 88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer’s concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content (Berninger at al, 2002). It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

According to White and Arndt (1991) in Hammad (2013: 1), writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. It means that writing consists of some
stages that should be done by the writer in conveying the message of writing.

Based on the explanations, it can be concluded that writing is an effort to express the writer’s thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clearly understood by the readers.

2. Importance of Writing

Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Writing is also necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Harmer (2004: 31-33) states that there are some the importance of learning writing. Those can be seen in the following points:

a. Writing is often not time-bound in the way conversation is. It means that in writing activities the students have longer time to think rather than in speaking activities. Thus, the students can choose the appropriate word that will be used to express their ideas. They can also have longer time to check their grammar patterns.
b. Writing encourage students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind.

c. Writing has always been used as a means of reinforcing language that has been taught. Teacher uses writing skill to make a note about recently learnt grammar in learning process.

d. Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think the ideas and asked to write sentence.

e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.

f. Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends.

g. Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.

3. Writing Process

Writing is a series of activities to create a text that can be understood by everyone. Writing process is not only as a means of telling what the students know, but also as a way of exploring and developing
ideas about certain topics. To produce a good text that clearly communicates thoughts, ideas, feeling, and emotion, it takes several attempts. These attempts refer to specific action or behaviors that students employ in language learning.

Wenden and Rubin (1987) cited in Kasmiati (2005: 14) implied that these language – learning behavior as strategies. These strategies relate to what the students do, how they manage, and what they know about which aspects of their language learning process especially in the second language learning. There are many variations in the way to write to follow up certain patterns. Here are the three stages of writing process that commonly followed pre-writing, while writing, and post writing (Wenden and Rubin, 1987; Lyons, 1987; Brown, 2000)

a. Pre-writing

Pre-writing is a way of organizing your thoughts or beginning to put the information you have on paper. Pre-writing stage help writers generate the ideas by numerous ways such as brainstorming, outlining, topic analysis, freewriting, and planning.

Brainstorming permits one to approach a topic with an open mind and to come up with ideas freely. Freewriting is designed to help students free ideas that they might not realize that they have. Planning, brainstorming, and freewriting are some different ways to begin writing.
Planning appears to be the stage in which we create a guidance to lead us in writing. It is the stage where the students firstly think out things to be the content of writing. Planning provides a means for quickly checking their sentences to see if the deal with the topic, and serves as a guide for checking whether the sentences are logically arranged.

b. Drafting

After getting some ideas, drafting is begun. In drafting, the students need to arrange their writing. It can be done by using native language first and later translate into English or directly write in English with some problems may face. Students often share their drafting result to their friends or teacher to get feedback about their writing. In addition, students start to concern about several aspects related to writing such as grammar, spelling, vocabulary, and content of their writing to discover how they can express their ideas in the clearest manner possible so that their readers will receive the same message with the same impact that students intended.

c. Revising

The process revising means students learn from some feedback they got to improve their writing. When students do not get feedback in this stage they rewrite their result and may do some changes that they would like to make. All good writers go through several steps...
of revision because they want to make their writing the best it can be.

In this process, students try to check their writing so that the readers can understand the messages. In this final activity, students look again the work, reread what they have written on it, make rearrangement, additions, and substitutions on it and rewrite it to make it readable.

4. Aspects of Writing

Writing consisted of several elements such as contents, organization, vocabulary, language use, and the mechanics as well (Jacobs, 1981 as cited in Weigle, 2002: 116). Each element of writing has the qualifications, and it will be explained in the next discussion.

The explanation of each element in writing are as follows:

a. Content

The meaning of the content is about the material existed in the composition such as topic, explanations, discussion, and the core of the main topic discussed. That kind of thing should be considered well for gaining a good writing result.

b. Organization

In this case, organization of writing means that during composing the writing text concerning the sequence of each
sentence or paragraph is prominent. There should be a good organization among them.

c. Vocabulary

Vocabulary deals with the ability in making in use the words employed in the composition as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be produced.

d. Language use

Language use is all about the construction, structure as well as the components of the language applied in the written text such as grammar and the complexity of the sentence.

e. Mechanic

Mechanics deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not. It is important to arrange the writing mechanics well since it can affect the writing result. Mastering the role how to write using true mechanic will make the sentence be readable and appropriate with the meaning.

Those aspects influence one another. The students have to consider about the rules of language, punctuation and spelling, case of information, and relevant with the problems or topics of writing task.
5. Definition of Essay Writing

Essay is a short of writing about particular subject, especially one written by a student and writing itself is the skill or activity of producing words on a surface (Cambridge Learner’s Dictionary: 2007). It means that essay writing is the activity of producing short of written text that can be understood by the readers.

Zemach (2005) also describes that an essay is a group of paragraph written about single topic and central main idea. It must have at least three paragraph, but a five paragraphs essay is common length for academic writing. Therefore, creating an essay which there is overall thesis statement consist of three supporting paragraphs begin with a topic sentence is required for making an essay.

In conclusion, essay writing is an activity to produce a group of paragraph written about single topic consist of thesis statement and supporting paragraph that can be understood by the readers.

6. Types of essay writing

Essay writing has been divided into several patterns. Langan (2001) has been divided into the following patterns of development, they are

a. Description

A description is a verbal picture of a person, place or thing. Because the function of a descriptive essay is to provide the readers with a vivid and real pictures as possible in words, students should
choose a topic that appeals strongly to at least one of their senses. Then, observe and record specific details that appeal to the readers’ senses (sight, hearing, taste, smell, and touch).

b. Exposition

In exposition, the writer provides information about and explains a particular subject. Patterns of development within exposition include detailing a process of doing or making something, analyzing causes and effects, and also comparing or contrasting.

1) Process (procedure)

In everyday life, there are many activities that are processes. That series of steps is carried out in a definite order. Many of these processes are familiar and automatic. An essay process requires the writer to think through the steps involved in an activity. The students may be painfully conscious of the whole series of steps involved in the process. The purpose of this text itself is to instruct someone on how something can be done.

2) Cause and effect

The best essays are often written about a topic that the author genuinely cares about. In everyday life, there are many actions do not occur without causes. It is realized that those actions have good or bad effect. When constructing an explanation text it may be necessary to show a cause and effect
relationship. By examining the causes or effects of an action, it explain someone to understand things that happened.

3) Comparison and contrast

A comparison or contrast essay emphasizes how two things are alike or how they differ. Comparison and contrast are two thought processes constantly in everyday life. When comparing two things, there are show how they are similar, when contrasting two things, there are show how they different. The purpose of comparing or contrasting is to understand each of the two things more clearly and to make judgments about them.

c. Argumentation

Argumentation essay belongs to essay which is often used by the people to persuade others by making a point in a class discussion. In argumentative essay, the writer attempts to support a controversial point or to defend a position on which there is a difference of opinion. They will have a chance to judge the statements from others. Giving logical reasons can help other see through faulty arguments that others may make.
B. Writing Strategy

1. Definition

Strategy in various kind of learning is needed to help students in reaching the goal of learning. It can be applied to overcome the problems during learning. Second language learning strategies can be defined as specific actions used by students to make the learning easier, faster, more enjoyable, more self-directed, more affective, and more transferrable to new situation (Oxford, 1998: 8). A strategy is often presented as a set of questions that writers need to ask themselves to facilitate the generation of ideas and to assist with the organisation of their material across different writing genres (Westwood, 2008: 73). Strategy is a plan, method or series of activities designed to achieve a particular educational goal (Sanjaya, 2006: 126). It implies that strategy is plans or ways used by someone in doing something to achieve the goal. Strategy will help them to do something; in this term is help the students to write.

While based on Hammad (2014 Vo. 2 issue 1) writing is as a thinking process which involves generating ideas, composing these ideas in sentences and paragraphs, and finally revising the ideas and paragraphs composed. Good writing also requires knowledge of grammatical rules, lexical devices, and logical ties. From the interpretation can be concluded that writing strategy is following ways or plans on writing for generating idea, arranging these ideas in sentences and paragraphs and revising them by considering writing’s elements to obtain the goal.
2. The Advantages of Writing Strategy

Westwood (2008: 75) informs that applying writing strategies give some advantages. Firstly, writing strategies help students think productively before writing, because in the first stage students need to write their rough ideas to be generated later. Hopefully, students will not be shortage of ideas.

Secondly, make students easier to sequence their ideas logically, add relevant detail, impose structure on their text. From the ideas gather, students chose the ideas and arrange it in their text.

Thirdly, attract students to review and improve their drafting. It means that after students finish their writing they will read the whole result. Students check and make some revision of the writing. Besides, students will more aware of their own particular problem areas when they are writing. Furthermore, Lan, Hung & Hsu (2011: 2 vol. 10 issue 4) confirm that writing strategies develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are critical issues.

In short, writing strategies aid students to generate the ideas, order the ideas in good line, and check their writing to improve the writing result.

3. The Classification of Writing Strategy

The theories dealing with the classification of writing strategies have been developed by some experts. Actually, the theories of writing strategies is adapted from the theory of learning strategies. The consideration for adapting the theory is writing constitutes as the part of learning which is crucial for
developing students’ knowledge as well as other skill such as reading, listening, and speaking. Due to the reason, many researchers emphasize the theory of learning strategies on writing. Besides, Ellis, 1994 in Gafoordeen, 2013 state that Oxford taxonomy of strategies is considered the most comprehensive language learning strategy and is applied to guide the study investigating students’s strategy used in writing.

Oxford (1990: 18-21) as cited in (Chen, 2011) presents an identification and classification of language learning strategies are used to analyze and discuss the writing strategies. The classification consists of two main classes, direct strategy and indirect strategy. Direct strategy is a strategy applied directly in dealing with a new language, whereas indirect strategy is a strategy which support and manage language learning without directly involving the target language.

Furthermore, those two classes of strategies are divided into six categories. Direct strategies consist of memory strategy, cognitive strategy, and compensation strategy, while indirect strategies consist of metacognitive strategy, affective strategy, and social strategy. For further explanation will be explained below:

a. Direct strategies

1) Memory strategies

Memory strategy is an aid to remember the information into long-term memory and retrieving information when need for written communication. Memory can be affirmed as a repository of our
accumulated knowledge of specific and general things. Then, another meaning refers to process of memorizing and remembering.

In the memory strategy, information got by the students will be saved in the brain. It means that this strategy make the students save all of the information into long-term memory and from every step or process in this strategy, the students may bring the information back into their awareness.

2) Cognitive strategy

Cognitive strategy is basically help students to understand and produce new language in order to make the processing more effective. In other words, it has function as the devices to transform the target language information.

This strategy helps the students in processing the information of target language effectively, for example the message written by the students can be catched by the readers.

3) Compensation strategy

Compensation strategy helps the students to overcome knowledge gaps or limitation in learning. The students use compensation strategy for comprehension of the target language when they have insufficient knowledge of the target language.

In this strategy, the students can use their mother tongue whenever they encounter insufficient knowledge of the target language when they write English.
b. Indirect strategies

1) Metacognitive strategy

Metacognitive strategy goes beyond the cognitive mechanism and it refer to the method that is employ in manage the overall learning process. This helps the students to plan language learning in an effective way through planning, organizing, and evaluating.

2) Affective strategy

Affective strategy refers to students’ internal strategy to manage their affective domain relating to their writing process. The term affective is related to emotions, attitudes, and motivations.

The affective strategy relates much on the student’s interest and attitude toward language learning. Factors like emotion, attitude, motivation, and values influence on language learning success or failure (Brown in Oxford, 1990: 140). Good students are often those who know how to manage their emotions and attitudes. Negative feelings can stunt progress. However, positive emotions and attitudes can make learning far more effective and enjoyable.

3) Social strategy

Social strategy helps the students to work with others and understands the target culture as well as the language. The students can apply the strategy of cooperating with others by doing and discussing something together in the target language.
For more details, in the memory strategy there are creating mental linkages, reviewing well, and employing action strategy. It helps the students store and memorize an important thing which is heard in the new language to apply it in their writing.

Besides, there are repeating, recognizing and using formulas pattern, recombining, using resources, and translating in cognitive strategy. They are refers to the steps or operation used in writing or problem solving that requires direct analysis, transformation, or synthesis of learning materials.

Compensation strategy consists of selecting topic, switching to the mother tongue, and using synonyms that help the students in using the new language for either comprehension or production despite limitation knowledge.

Then for metacognitive strategy is means beyond, beside the cognitive. Metacognitive strategy is actions beyond purely cognitive devises and which provide a way for the students to coordinate their own learning process in writing. Metacognitive strategy includes identifying the purpose, organizing, and self monitoring.

Affective strategy refers to emotion, attitudes, motivation, and value. Affective strategy includes lowering anxiety, writing a language learning diary, and rewarding yourself. The last is social strategy. This strategy consists of asking for help and cooperating with peers to deal with the content of the writing.
Table 2.1

Summary of writing strategy

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To make it clear, below are the descriptions of each item of the strategy indicators:

a. Creating mental linkages

This strategy aids students to put new words in their writing. The students create their own context and produce sentences with that new words. For example, Nicky finds a new word when he learns English, he writes it in his book and creates sentence with that word.
b. Reviewing well

This kind of strategy needs review some new words at different intervals. For example, one review new word in 10 minutes after the beginning of learning, then 20 minutes later, an hour later, a day, two days, a week later and so on until the material becomes more automatic. For instance, Nicky is learning to memorize a set of vocabularies. Each time he practices these words like putting them in the context of the written sentence naturally.

c. Employing action

Employing action enhances the students’ memorizing of new word. As the students keep remembering new word by writing the words over and over or trying to make some expressions by using that word in card.

d. Repeating

Writing the same expression in a divergent way is one of the ways of repeating used for writing. It is helpful for the students to emphasize the meaning of the expression. For example, students use passive voice to express the same meaning but in different way.

e. Recognizing and using formulas pattern

Recognizing and using formulas pattern greatly enhance the students’ comprehension and production in writing. Formulas are unanalyzed expressions, while pattern have at least one slot that can be filled with an alternative word. This routine activity can help the students increase
understanding, and enhance their ability in writing. For instance, Nicky always tries to arrange the sentence pattern when doing writing activity.

f. Recombining

This strategy helps the students to string together some expressions or sentences. It allows the students to combine two or more expressions or sentences into one.

g. Using resources

This strategy assists students in obtaining more ideas and vocabulary. By using a variety of resources such as dictionary or the example of text will help the students understand the task. In writing students can use dictionary or reference resources to look up the definition of phrases and words they have written down in their notebook.

h. Translating

Translating can be a helpful strategy for the students. It allows the students to use their own language as the basis in composing writing then convert it into target language or on the contrary. For instance, Nicky writes paragraphs in his own language and translates into English after he finishes writing.

i. Selecting topic

Choosing the topic is a strategy that aids the students to choose the topic they are interested in. Beside choose the interested topic the writers also need to be aware of the reader’s interests, needs, and level of understanding.
j. **Switching to the mother tongue**

This strategy is sometimes called code switching. It involves using mother tongue for words or expression without translating it because the students hesitate with the right English words.

k. **Using synonyms**

The use of this strategy refers to writing a word having exactly the same meaning as another word in the same language. For example, Nicky writes a procedure text about how to make hamburger but he do not know the English word of ham. He uses meat instead of ham.

l. **Organizing**

This strategy includes a variety of tools, such as scheduling well, and keeping a language learning notebook. Developing practical weekly schedules for language learning is much needed to manage the language learning and also a learning language notebook is an excellent aid for the students.

m. **Identifying the purpose**

The purpose of a writing task is to link the type of written form and the needs of the audience. The purpose of writing such as providing factual information, entertaining the audience, and also sharing opinion. By having the purpose of writing the students can arrange the writing to reach the purpose itself.

n. **Self monitoring**

Self monitoring is very important for writing to monitor the students’ writing improvement. In this strategy the students have to notice and correct
their own errors in any language skills. For example, one check the writing and find the errors after that revise it.

o. **Lowering anxiety**

Anxiety can play strong role in obstructing students to get potential learning. When students feel anxiety or stress in writing, they have to relax their body and mind by breathing deeply or listening music to put them in a more positive mood for learning again.

p. **Writing a learning language diary**

Language learning diaries are narratives describing the students’ feelings, attitudes, and perceptions about the learning process. They can also include specific information about strategies which students find effective or ineffective for writing.

q. **Rewarding yourself**

Students often need to find ways to keep their spirits up and continue to produce the writing. The most potent encouragement does not come from other people but from inside the students. Giving oneself a valuable rewards for good performance in writing can begin to value more highly a well-crafted composition.

r. **Asking for help**

This strategy involves asking someone for a help in learning the target language. Moreover, the students ask a help to other people who have good language proficiency for correction of their writing. The students can ask for clarify something that they do not sure about it.
s. Cooperating with peers

This strategy involves a concerted effort to work together with other peers to obtain better writing. It is done by asking peers to give comments or suggestions of the writing.

C. Relevant Studies

Maarof and Murat in 2013 conducted a research about writing strategies towards 50 students. It stated that writing is a complex cognitive activity consisting a number of processes and strategies. The use of strategies in writing process is crucial to successful writing moreover the key to producing good writing or essay relies on the types and amount of strategies used, and on on the regulation of the strategies. Therefore, the research was done to identify the strategies use in essay writing among ESL students. The result indicated that the mean of writing strategies is 3.10 and according to Oxford (1990) this mean is at Medium level. This showed that overall the use of writing strategies by the students is at medium level. the strategy of thinking and having mental plan, which was most frequently used by the students in writing essay.

Furthermore, an article composed by Yan Chen in 2011 discussed about the use of strategies in writing. This research was conducted on university students by applying Oxford’s writing strategies to find out the writing strategies used by the students and the rank in terms of total frequency of writing strategies. The findings showed identifying the purpose under the metacognitive strategies with mean 4.04 the strategy which is most frequently used by the students. The
rank in terms of total frequency, compensation strategies (mean=3.95) was the highest frequency. It reveals that EFL students employ various strategies to overcome problems or difficulties encountered in the process of writing. On the other hand, memory strategies are used with the lowest frequencies. It was reported that the students do not use memory strategies very much in learning English.

Next, the study proposed by Gafoordeen concluded that proficient students do planning, monitoring, and evaluating under the metacognitive strategies rather than less proficient students. While the less proficient students do not concentrate on planning and had to go back to reread the writing and do both planning and monitoring. The repeating, using resources, and recombining are under the cognitive strategies employed favorably by two group. As the result, applying such writing strategies assist the student in ordering the ideas and arranging the text beside the teachers may need to help students how to organize their ideas more reasonably in the teaching writing activities.

The studies above showed divergent results about writing strategies most frequently used by students. To sum up, the writer also need to find out the writing strategies that is most use by the English students in fourth semester. By providing questionnaire to figure out the writing strategies used by English students. Moreover, it also is used to find out the dominant strategies used by the students.