

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Strategy

The concept of strategy has been adopted from the military and adapted for use in business. Strategy is a term that comes from the Greek “strategia”, meaning "generalship". Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. According to Henry Mintzberg in Nurlaela (2009) there are several definitions of strategy, as these following:

1. Strategy is a Plan: This describes the word “How” which allows achieving your target/ goal from one end to the other.
2. Strategy is a Pattern: It is a pattern in terms of actions delivered for example a company uses high end strategy to market expensive products to maintain standard, Quality and supersede competitors.
3. Strategy is a Perspective: a vision that provides direction to achieve outcomes.
4. Strategy is a Position: it reflects the decisions involved in the deliverance of the organization’s service/product in a particular market.

In teaching learning process, strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables

include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. In teaching and learning process, the teachers should give guidance and direction in order to enhance students' ability and help them in thinking about their decision in solving their problem.

Thus, based on the definition about strategy above, strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Moreover, the teacher should have many strategies in their way of teaching.

B. Writing

1. The Definition of Writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in the school. It is because students have to produce a text by using English correctly according to the grammatically correctness. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the

process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence.

The definitions of writing are variously stated by some experts, according to Harmer (2004:31) states that writing is a way to produce language and express ideas, feelings, and opinions. Caswell also states that writing is the vehicle for communication and a skill mandated in all aspects of life. Parents write notes for their children. Doctors write prescriptions. Automotive technicians write work orders. Politicians write speeches. Grandparents write letters. Friend writes emails. Writing as communication is daily activity. No matter their age, students need to communicate in writing. Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems

reasonable to expect, then, that the teaching of writing is complex as well.

Writing can also be defined as writing as process and writing as product. In writing as product, people are only interested in the aim of the task and in the final product. Wallace (2004:15) states that writing is the final product after they learn several stages of writing separately before. Those stages are note taking, identifying of the central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that they have to pass before producing a good piece of writing. Brown (2001:335) also defines writing as a written product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a written text, how to revise a text for clear meanings, how to produce a final product.

Writing is actually a development process. In development process, the students try to express their ideas well with the teachers' guidance. The teachers have to provide them with chance to create their own meaning within a positive and cooperative environment. So, they need to practice more and more.

2. The Process of Writing

According to Harmer (2004: 4-6) there are four elements in

writing process. Those are planning, drafting, editing (editing and revising), and final version.

a. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

b. Drafting

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

c. Editing

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

d. Final version

The last stage is the final version. After all process has done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many changes in editing process. Any unimportant information stated in the draft can be deleted.

C. Teaching Writing

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. According to BSNP, communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other

target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

A writing process is a complicated process, because the writing 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 texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), 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.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a

different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic

competencies. Those efforts above should be done well to improve the students' writing skill.

D. Strategies in Teaching Writing

1. Brainwriting

The term of brainwriting is created by scientists at Batelle Institute in Frankfurt, Germany. According to Michalko (2004: 315), brainwriting is an approach to share ideas when a group produces written idea. It is a good strategy to improve the students' writing skills. According to Brocop, et.al. (2009: 9), brainwriting allows individuals to share ideas with the trough exchange ideas written on paper, or to share ideas via computer network. One of the group members writes the idea, while the others read it and add feedback and their own ideas. Later, it is distributed to the others.

Same as expressed by Baxter (2001: 81), brainwriting suggests everyone to write some ideas or opinions on paper, whether in the form of a column and line. Every sheet then is passed on to other members in groups and they must try to increase or develop those ideas further by adding new lines or columns. Similar opinion is expressed by Brahm&Kleiner as cited by Wilson (2013: 44), that brainwriting is a method quickly produce ideas by asking participants to write their ideas on paper and exchange written ideas with the members of this group. It is valued more effective than to say their ideas orally as occurred in brainstorming.

From some opinions above, it can be concluded that brainwriting is education strategy to increase the writing proficiency. In the implementation, brainwriting strategy helps the students to write their ideas in a piece of paper. The students can both add or exchange ideas with the other students.

2. Looping Strategy

According to Atlee (1995:26) Looping strategy is the effective strategy that will be able to help open the writers' thinking. Moreover, Leki (1998:28) defines that lopping strategy is a strategy that can help the writer focus their thought on a subject, find the core or center of their thought, and pinpoint a main idea on which to elaborate. It means that the writers focus on one subject and try to explore their ideas to make their writing be specific. In the same case, Nazario, Borchers and Lewis (2013) defines that Looping strategy is a useful effective prewriting tool that helps the writer uncover ideas they never knew they had and permits they to explore and generate new ideas. It means that looping strategy can help the writers to explore their ideas and produce the new ideas that they have. In other word, looping strategy is the good strategy that can be used for the teacher in teaching writing process to explore students' writing achievement. Not only the teacher explores students' ideas in writing, but also teacher enables student to move from unfocused to focused writing. This strategy is usefull

strategy for the students when they are trying to write everything that they have in their mind.

3. Praise-Question-Polish (PQP)

Praise question polish is the strategy that used to help students revise their writing. According to Neubert &Mc.Nells (1990:52) praise-question-polish is revising strategy appropriate for a second round of revision and editing during which students work with another. It is supported by Lyson in Teich (1992:204) that praise-question-polish is a good strategy for peers to edit each other's writing work. Lewin (2003:38) explains that praise-question-polish is a teaching strategy to assist struggles with the memo feedback writing assignment. In other word, praisquestion-polish is a strategy for revise and edit a writing. The students work in group or in pairs to revise what have been writing.

Praise-Question-Polish strategy have same advantages in teaching writing. Neubertand Mc.Nelis (1986:58) explains the advantages of praise-question-polish strategy consists of five. The first, provide focused, informative, specific feedback. The second, emphasize use of specific content of process language. The third, describe what was done and not done. The next, reinforce, encourage and support personal writing. The last, establish relationships of mutual respect. In addition, Lewin (2003:38) explains that the

advantages of praise-question-polish strategy are to critique of the writer or author.

4. Scaffolding Strategy

Scaffolding is a practice based on Vygotsky's concept of assisted learning (Slavin, 1994:231). The Vygotsky's concept of scaffolding is similar with Bruner's scaffolding concept. Bruner (in Arends, 2001:335) states that scaffolding is the process in which a learner is helped to master a particular problem beyond his or her own capacity through the assistance (scaffolding) of a teacher or more accomplished person. Scaffolded instruction is a concept that has grown out of research on how individuals learn.

The concept of support in scaffolded instruction is much broader than the modeling and teaching of strategies and skills; this is only one part of the scaffolding process. Providing support takes place in a number of ways:

- a. the way in which the selections are organized in a theme,
- b. the amount of prior knowledge activation that is provided,
- c. the way in which the literature is read by the students, and
- d. the types of responses students are encouraged to make.

It is a strategy in which a student at the beginning of learning is given a great deal of support by modeled and coached to perform a specific task in each stage of process of writing; gradually, this support is taken away to allow students to try their independence. If

the students are unable to achieve independence, the teacher brings back the support system to help students experience success until they are able to achieve independence. This means that the scaffolding or support given to the students in the writing process varies depending on the students' level and their needs.

a. The Stage Using Scaffolding

The following explanations are the stages of using Scaffolding in teaching learning writing according to Gibbons (2002;61).

- 1) Stage 1 : Building the Field. In this stage the aim is to make sure that your students have enough background knowledge of the topic to be able to write about it. The focus here is primarily on the content or information of the text. At this stage students are along away from writing a text themselves and active will involve speaking, listening reading information gathering, note taking and reading.
- 2) Stage 2: Modeling the Text Type. In this stage the aim is for students to become familiar with the purpose, overall structure and linguistic features of the type of text they are going to write. The focus here is therefore on the form and function of the particular text type that the students are going to write.
- 3) Stage 3: Joint Construction. Here the students and the teacher write a text together so that the students can see how the text is

written. The focus here is on illustrating the process of writing a text, considering both the content and the language.

- 4) Stage 4 : Independent Writing. In this stage students write their own text. They can do this writing individually. By now there has been a considerable amount of scaffolding for the writing. Students have developed considerable background knowledge about the subject, are aware of the linguistic characteristics of the text type and have jointly constructed a similar text. This preparation, or scaffolding for writing will help ensure that they have the knowledge and the skill to be able to write their own text with confidence.

5. PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy

According to Graham (2005), PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences/details and a concluding sentence/statement. In addition, Akincilir (2010:53) tells that PLEASE strategy is effective for improving the students' ability in writing paragraph. This strategy consists of six words, they are:

a. Pick

1. Pick a topic
2. Pick your audience
3. Pick the appropriate textual format given the topic, purpose and audience.

b. List

1. List ideas about the topic
 2. This is to be used for sentence generation
- c. Evaluate
1. Evaluate your list of ideas
 2. Determine if it is complete
 3. Plan the best way of organizing or sequencing the ideas that will be used to generate supporting sentences
- d. Activate
1. Activate with a topic sentence to introduce the paragraph
 2. Students are introduced how to write short and simple declarative topic sentence that will “activate” the written idea for the reader.
- e. Supply
1. Supply supporting sentences
 2. Use the list generated for supporting sentences ideas.
- f. End
- End with a concluding sentence to summarize the paragraph and hold the ideas together.

Based on the expert’s statement above, the writer concludes that, this strategy is useful because it provides cues to help the students remember and apply activities involved in the process of planning and writing. Furthermore, this strategy has six steps not help the students’ writing, especially in writing descriptive paragraph.

E. Previous Study

Many studies have been conducted by regarding the teachers' strategies in teaching writing. Jurianto (2015) found that collaborative writing, inquiry activity, sentence combining and prewriting are the strategies for teaching writing in EFL class at senior high school in Indonesia. Moreover, Yulia Vonna (2015) found that Scaffolding Strategy used by the teachers and scaffolding techniques can significantly improve the students' writing achievement.

F. Basic Assumption

Making the students understand well about the material given by the teacher can influence the students learning goal. To make the students understand the material, teacher needs to prepare some things such as approach, technique, method, and the strategy. Those preparations can be implemented in the class to make the students achieve the learning goal maximally. In teaching writing strategy is one of the important things. If the teacher knows what the appropriate strategies that should be used in teaching writing, hopefully it can give good impact to the students learning goal. Therefore, finding out what strategies implemented by teacher will be investigated in this research. The result of the research is assumed to provide comprehensive data about the strategies implemented by the teachers in teaching writing.