

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. The Definition of Writing**

Writing is a communication tool with other people which uses written forms. It is a language skill that is used indirect communication, not face to face with other people, therefore this communication form use written or printed symbols as cited in (Tarigan, 1994:3). Writing is also having a message and communicating to other people. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. To do this, it needs enough ideas, organize well and express in an appropriate style.

Writing involves the act of physical and mental. Some stages in writing process proposed by Nunan as cited in (Ebrahimi, M and Rahimy, R 2013 vol 2) he states that writing is the process of thinking to create idea, thinking about how to express into good writing, and arranging the ideas into statement and paragraph.

Writing also encourages thinking and learning when the writer views writing as a process. According to White and Arndt (1991) in Hammad (2014: 7), writing is a thinking process which demands intellectual effort, it involves generating ideas, planning, goal setting,

monitoring, evaluating, what going to be written as well as what has been written, and using language for expressing exact meanings. It means that writing consist of some stages that should be done by the writer in conveying the message of writing.

Based on the explanation, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspect and writing stages to be clear understood by the readers.

## **2. Importance of Writing**

Writing is one of important skills which had to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Harmer (2004: 31-33) stated some 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 the students have more time to think then they do in speaking activities.
- b. Writing encourages students to focus on accurate language use, because they think as they write. It develops their language in their writing.
- c. Writing has always been used as means of reinforcing language that has been taught. In the teaching learning process, the teacher often asks the students to write sentence with recently learnt grammar. The students should make a note about what they have learnt while

learning process happened. It makes the students able to understand about the language that has been taught.

- d. Writing is frequently useful as preparation for some other activities, in particular when students write sentence. The students are given time to think ideas and then write their sentences.
- e. Writing can also be used as an integral part of a large activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks the student to write some dialogues which they will act out.
- f. Writing is also used in questionnaire-type activities. Students may be asked to answer some question from the teacher. In the explanation, the students answer the teacher question in written form.

### **3. Aspect of Writing**

There are some aspects of writing that can be evaluated (Nurgiyantoro, 2001: 306-308). The aspects that can be evaluated in writing are:

- a. Content (The agreement in the title chosen)

A good writing is when the title represent the content of it. The content of a text should be relevant or equivalent and describe the title in complete. Content refers to the topic and its explanation, discussion, evaluation and conclusion. The good content have to fulfill the criteria such as, full information, substantive make a clear thesis development and relevant with the problem.

b. Organization (Paragraph unity, coherence and cohesion)

This means that how the students organize their idea. A good text consists of paragraphs which are arranged well with some connecting words which can make the paragraph coherence.

c. Vocabulary

Vocabulary deals with the ability in making, choosing and using words to make an essay or a text. In writing activity, a writer should use the appropriate vocabulary to express ideas.

d. Grammar

Grammar is really necessary to be mastered by the students because it affects the meaning of sentence. It is difficult for students to arrange good sentence or paragraph if they lack tenses and structure mastery.

e. Mechanic (Spelling, punctuation and capitalization)

Paragraph is combination of some sentences which needs good spelling, punctuation, capitalization whether it is clear 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 sentence be readable and appropriate with meaning.

#### **4. Process of Writing**

There are many variations in the way to write to follow up certain patterns. Here are the four stages of writing process that commonly

followed pre-writing, drafting, revising and editing proposed by Langan, John 1942)

a. Pre-writing

Pre-writing is a way of organizing your thoughts or beginning to put the information you have on paper. Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose.

b. Drafting

After the writers get ideas, drafting is begun. In drafting, the students arrange their writing. During the drafting stage, the students should concentrate on getting the ideas on paper, organizing the information logically, and developing the topic with enough detailed for the reader.

c. Revising

The process revising means students learn from some feedbacks that they got to improve their writing. In this process, students try to check their writing so that the readers can understand the message. In this final activity, the writers 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.

d. Editing

Basically editing is similar to revising stage. These two processes improve the writing result. However, editing points out unnecessary,

innappropriate words or expression. It can also be said that editing normally reduces the number of words in a piece of composition.

## **B. Essay Writing**

### 1) Definition of Essay Writing

Essay is a short of writing about particular subject, especially one written by a student and writing itself is skill or activity of producing words on a surface as cited in (Cambridge Learner's Dictionary: 2007).

An essay is a piece of writing several paragraphs long proposed by Zemach (2005). It must have three paragraphs: an introduction, a body paragraph, and a conclusion paragraph. Therefore, creating an essay which should have thesis statement to state main idea of the essay and supporting paragraph.

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

### 2) Types of Essay Writing

Essay writing has been divided into some pattern. Langan, John (1942) has been divided into the following patterns of development:

#### a. Description

A description is a genre of essay that asks the students to describe something such as object, place, experience, emotion, situation, etc.

This genre encourages the students' ability to create a written

experience. It takes time to think the ideas, uses clear language, and uses student sense. The students must try to present an organized and logical description.

b. Exposition

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

1) Process (Procedure)

In very day 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 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 really cares about. In everyday life, there are many action do not occur without causes. It is realized that those action have good or bad effect. When constructing an explanation text it may be necessary to show causes and effects relationship. By examining the causes or effects of an action, it explains someone to understand things that happened.

### 3) Comparison and contrast

A comparison or contrast essay emphasizes how two things are like 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 is genre of writing that requires the students to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Argumentation is a procedure to compose an argument by looking for actual evidence to back up the claim or a thesis statement. Basically, writing an argument begins with taking a stance and giving evidence in order to convince the readers to execute the action or to accept the idea based on a controversy.

#### d. Narrative

Narrative essay is genre of writing to tell a story. It is also called a “short story”. Generally the narrative essay is conversation in style, and tells of a personal experience. It is most commonly written in the first person (Uses I).

## **C. Writing Strategy**

### **1. Definition of Strategy**

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 effective, and more transferrable to new situation cited in (Oxford, 1998: 8). Rubin defines strategies as the techniques or devices which a learner may use. While according to O'Malley as cited in (Kamila Chilkiewicz, 2015 vol 1) he states that strategy is a set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. 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.

Writing strategies is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities as proposed by Torrance et al, 2000: 182). 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**

Mastering essay writing offers at least three benefits. Westwood (2008: 64) stated that applying strategies give some advantages. Firstly, writing strategies help students think productively before writing, because in the first stage students need to write their ideas to be generated letter.

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

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. Classification of Writing Strategy**

The theories dealing with the classification of writing strategies have been developed by some experts. In view of the challenging nature of writing, writing strategies are viewed as vital to assist ESL learners in facilitating their abilities in writing (Lei, 2008) and should be thought (Mimi Estonella & Nooreiny, 2014). With regard to writing strategies, different classifications have been proposed and researched on (Arndt, 1987, Wenden, 1991, Victoria, 1995, Riazi, 1997, Sasaki, 2000, Lee,

2015, and Mu, 2007) to understand and enhance students' writing. Mu' (2005) Taxonomy of ESL Writing Strategies investigated ESL writing strategies based on the synthesis of past research on writing strategies and four dominant theories: Constrictive Rhetoric Theory, Cognitive Development Theory, Communication Theory and Social Constructionist Theory which given writing strategies a theoretical basis. This taxonomy comprises five categories: rhetorical, cognitive strategies, communicative strategies, metacognitive strategies and social/affective strategies. Rethorical strategies referred to organization and presentation of ideas in conventions of writing stipulated as acceptable to L1 speakers English. Metacognitive strategies involved mental operations used in regulating learning. Cognitive strategies involved learning new information and its application. Communicative strategies referred to strategies used to enhance effective expression of ideas during writing. While social/affective strategies revolved around the involvement with others, accessing and regulating in writing, reducing emotions in writing. In view of the theoretical nature of Mu' (2005) Taxonomy of ESL Writing Strategies, it was used as the framework of this study.strategies. Each strategy will be explained below:

### **1) Cognitive strategy**

Cognitive strategies are strategy which led students to work with, think about, and manipulate material which is required for task completion proposed by Riazi as cited in (Mu, Congjun: 2005).

Cognitive strategy uses to help the students to understand and produce writing in order to make the process more effective. This strategy includes specific strategies such generating ideas, revising strategies, elaborating strategy. Before writing an essay, the students need to get ideas then they can think the idea which will come next. Studies in L2 writing find that good writers in general concern themselves with ideas first proposed by Cuming et al as cited in Dehghan (2007). Furthermore, a writer also can revise their composition to make judgement and to get better result. According to Flower and Hayes (1989), the students revised what had been written to make judgment of their own written text.

## 2) Rhetorical strategy

Rhetorical strategy refers to strategies that writer use to organise and present ideas in writing. This strategy consists of organisation strategy, Modelling strategy, and Use of L1 (mother tongue). Organising, as pointed out by Sasaki as cited in Nor Farazi (2012) involves the organization of the beginning, the development and the conclusion of an essay. modeling strategy means that a writer uses other composition to know how they construct their ideas. According to Ding as cited in Mu (2007) modeling strategy can be used by novice writer to imitate other' writer how they compose their writing. Writer also can focus on one language to develop their writing. According to Wenden

as cited in Dehghan (2012) he states that the writer relates to thinking in one's native language when they write their composition.

### **3) Metacognitive strategy**

Metacognitive strategy is executive processes to plan, monitor and evaluate a writing task proposed by Riazi as cited in (Mu, Congjun: 2005). There are three main kinds of metacognitive strategies; identifying the purpose of writing, making draft or outline of writing, and evaluating students' writing. As Wenden (1991) believes that metacognitive strategy is mental operations or procedures that learners use to regulate their learning. For example planning involves making and changing outline, or the ways learners plan the ideas that come next and explicitly state their objective for organization and procedures. Making outline strategy was used by a large of students because it could improve the quality of their texts and help them to generate the ideas easily (Chamot, 2006). Evaluating or monitoring refers to checking and reconsidering written text, previous goal, planned thought, as well as changes undertaken text proposed by (Mu, 2005). This strategy will help the students to manage overall process of writing. According to Victori as cited in Mu (2007), he states that writer can take advantage of metacognitive strategies which usually regarded as strategies mastered by adults. Metacognitive strategies can guide writer to compose their essay properly.

#### **4) Communicative strategy**

Communicative strategy refers to strategies which are used to enhance writer to express ideas in a more effective way. This strategy consists of reducing some difficulties in writing for example ignoring others ideas which emerge while writing to make the students focus on one ideas that they have at beginning, avoiding some problems such as plagiarism using paraphrasing, and sense of readers strategy meant that the students consider the readers' need. Hikle as cited in Mu (2007) stated that writer can paraphrase the appropriate sentence and use them in their assignments or paper. This strategu can help novice writers write a long essay without too much retrieval from long-term memory. By those three strategies, writers may either remove a problem in writing process.

#### **5) Social/ affective strategy**

Social strategy helps the learners to work with others to clarify a task, consult on a problem related to a task, or to discuss comments that they have received, get a feedback about their writing and manage emotion during writing. Social strategy consists of resourcing, getting feedback, and reducing anxiety. When the student is given tak, they can look for clarification the task by talking to their lecturers and classmates. This is certainly a social strategy because it involved interaction with members of the academic community. The task of searching for material is similar to resouching because students turn to

external reference or sources available around them such as looking up for words in the dictionary, using library and the internet to get material.

**Table 2.1 Summary of writing strategy**

| <b>Strategies</b>            | <b>Sub-strategies</b>  |
|------------------------------|--|
| 1) Cognitive strategy        | <ul style="list-style-type: none"> <li>• Elaborating</li> <li>• Generating ideas</li> <li>• Revising</li> </ul>        |
| 2) Rhetorical strategy       | <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Use of L1</li> <li>• Modelling</li> </ul>             |
| 3) Metacognitive strategy    | <ul style="list-style-type: none"> <li>• Identifying the purpose</li> <li>• Planning</li> <li>• Evaluating</li> </ul>  |
| 4) Communicative strategy    | <ul style="list-style-type: none"> <li>• Avoidance</li> <li>• Reduction</li> <li>• Sense of readers</li> </ul>         |
| 5) Social/affective strategy | <ul style="list-style-type: none"> <li>• Resourcing</li> <li>• Getting feedback</li> <li>• Reducing anxiety</li> </ul> |

## Relevant Studies

Lee Lai Fong and Teoh Sian Hoon in 2006 conducted a research about writing strategies toward 40 ESL undergraduates from social science discipline in a local public university in Malaysia. The research was conducted to know the strategies that were frequently used by ESL undergraduates in higher education. The researcher used a questionnaire. The questionnaire was used to explore students use of writing strategies in their composing process. Writing strategies was classified into cognitive, rhetorical, metacognitive, communicative and social/affective strategy. There were eight sub strategies for rhetorical strategies, eleven for metacognitive, and twelve for cognitive strategies, four for communicative strategies, and nine for social/affective strategies. Rhetorical strategies referred to organisation and presentation of ideas in conventions of writing stipulated as acceptable to L1 speakers English. Metacognitive strategies involved mental operations used in regulating learning. Cognitive strategies involved learning new information and its application. Communicative strategies referred to strategies used to enhance effective expression of ideas during writing. while social/affective strategies revolved around the involvement with others, accessing and regulating in writing, reducing emotions in writing. The result revealed that metacognitive strategy and cognitive were the most frequently used by students that was followed by social/affective strategies strategy. The highest strategies used by the students was metacognitive strategies. The student preferred to plan their writing, identify to the purpose and evaluate their writing. As for cognitive

strategies, generating content was prioritised over making changes to content, grammar, punctuation, and organisation in writing text. Next, communicative strategies such as paraphrasing and leaving a problem were compensatory ways students used to fill gaps in writing. While, the result indicated that the students showed awareness of organisational strategies and referred to writing models under rhetorical strategies. Lastly, for social/affective strategies, the students relied on the dictionary to find out difficult words. The result indicated that metacognitive strategies, cognitive strategies as well as social/affective strategies were used slightly more compared to communicative strategies and rhetorical strategies.

Mu, Congjun (2007) conducted a research to find out writing strategies used by three Chinese post graduate students. Three volunteers were studying at the Faculty of Health at an Australian University. Most importantly, they were experienced writers both in Chinese and English. Mu used questionnaire and conducted semi-structured interviews as collecting data techniques. The questionnaire consisted of 100 items and the questionnaire used a five point Likert-scale. The data analysis was analytic induction to analyse the transcribed interview and preliminary questionnaire. Writing strategies was classified into four strategies, rhetorical, metacognitive, cognitive and social/affective strategies. Rhetorical strategies refer to the strategies that writer use to organise and to present their ideas in writing conventions acceptable to native speakers of that language. Rhetorical strategies focused on organising strategies, cohesive strategies, and genre awareness. Metacognitive strategies

are those that writers use to control the writing process consciously. Metacognitive strategies focused on planning, evaluating and monitoring strategies. Cognitive strategies refer to the strategies that writer use to implement the actual writing actions. Cognitive strategies focused on generating ideas, revising strategies, and imitating strategies. While, social/affective strategies refer to those that writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in the writing. Social strategies focused on reducing anxiety, drawing on previous experience, and keep high motivation and confidence. The result reported that three participant used metacognitive, cognitive, and social/affective strategies except rhetorical strategies (organisation paragraph). The study revealed that the three participants primary occupation was with planning not only content but also the organisation of their papers before starting to write. They made draft to guide their English writing. They could take advantage of metacognitive strategies which are usually regarded as strategies mastered by adults (Victori, 1995). The three participant focused on cohesive devices such as grammar and vocabulary. It meant that they used rhetorical strategies. An interesting point was that participant preferred to the strategy extensive reading and resources. They learnt idiomatic expression from extensive reading. Three participant used resources such as dictionary to search and get more information.

Nor Fariza et al (2012) conducted a research to know composing strategies used by five postgraduate students in the process of writing and to know how composing strategies contribute in the development of their writing process. The researcher gave a project to respondent and conducted interviews to five postgraduate students. The study adapted the ESL taxonomy of writing strategies proposed by Mu (2005). Writing strategies was classified into rhetorical, cognitive, metacognitive, communicative, and social/affective strategies. The finding result showed that the students used rhetorical strategy which comprised the organizing strategy. The students used organization strategy to help them to work on the outline and content of project. For metacognitive strategies which comprised of planning, monitoring and evaluating. The planning strategy was used by all students all the time because planning is essential in ensuring that their project works. For cognitive strategy, the student significantly used revising strategy to revise their outline and the content of what they had written. The students also used communicative strategies, the student confirmed that they had their reader in their mind. They consider the readers needs. This may due to the fact that the lecturers often reminded them the importance of communicating clearly to the reader their intention. This composing strategy helped the students to pay more attention on their writing in order that their writing is complete enough to stand alone in the absence of the writer. This view akin to Harnett (1997 in Mu, 2005). The last, for social strategies, the students used sources such as dictionary, journals, online material to help them compose and improve on what they have written.