CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher gives some literatures review those are related with the title of this study such as definition of writing, concept of teaching writing, strategy of teaching writing, expository text and previous study.

2.1 Writing
2.1.1 Definition of Writing

Writing is typically regarded as the most challenging skills to learn and should only be introduced to students after they have mastered the other abilities. But in this context, talented writers are required of the students. Because the writer may express what is going through their minds through writing, the readers will be aware of it. According to Nunan (2003), writing is the cognitive process of creating ideas, considering how to express them, and arranging them into sentences and paragraphs that are understandable to a reader.

Writing is a productive skill that also requires development. When a student's writing ability improves, it can help their English language proficiency. According to Patel and Jain (2008), writing skills need to be taught and honed. Nunan (2003) adds his backing to this idea. According to Nunan, writing always becomes better with practice. In order for students to enhance their writing skills, it is necessary to teach them what writing is and provide them with opportunities to practice writing. Or, to put it another way, students will increase their writing skills as they write more, and this skill may be taught in the classroom.

Writing allows you to express words in a way that speaking does not. Writing is verbal communication with other people. Writing is a process that involves organizing and finding your thoughts, putting them on paper, and then reshaping and editing them (Meters 2005: 2). According to Harmer in How to Teach Writing is a process, and since genre restrictions can have a significant impact on what we produce, learning activities must include these components.

Writing has some aspects including grammar, punctuation, vocabulary and spelling. Ot revers to everything from physically creating text to using precise grammar and spelling. According to Hyland (2003), writing is a product made from the writer's mastery of grammatical and lexical information, and writing growth is seen to be the outcome of copying and modifying models that teachers supply. It implies that grammar knowledge is a byproduct of writing. Teachers should present it to their students by influencing them and setting an example.

In conclusion, writing is one of skill in English. In writing, people can express all their ideas and make it into a sentence and become a paragraph. Writing is also can be a way to interact with other by using verbal communication. Moreover, in writing, there are some aspects that should be considered including grammatical error, spelling, vocabulary and punctuation.

2.1.2 Component of Writing

In writing, there are some elements that should be considered. A writer has to focus on these elements in order to produce quality work. Based on the content, grammar, structure, and technical abilities. According to Jacob et al. (1981), writing consists of five parts:

‒ Content

Content is a body of information that supports the particular issue that is discussed. Writers must use creativity in this section while deciding what to write about. The content is described as informative, substantial, and pertinent concepts.

‒ Organization

Organization is the way in which students present their ideas. Another definition of organization is the abilities of writers to arrange their phrases into logical and cohesive concepts. In addition, it describes flowing expression, concepts that are well substantiated, well-organized, and coherent

– Vocabulary

The selection of a writing's structure and lexical elements to impart a specific tone or flavor. It is crucial for writers to become aware of words, to think about their meanings, to appreciate their sounds, and to value their significance. Knowing their vocabulary well helps writers to use effective idioms, words, and registers in their work.

– Grammar/language use

Grammar is the key to language in terms of word combination. All types of sentence structures can benefit from the usage of grammar in writing. Thus, it may enhance the significance of writing. Language use includes things like agreement, tense, quantity, word order, pronouns, prepositions, and effective complicated formulations.

– Mechanic

Mechanic includes capitalization, punctuation, and spelling. A spelling error will always cause a meaningless confusion. If a word is misspelled, the meaning may change and this could affect the whole purpose of the component.

2.1.3 Process of Writing

According to Harmer (2004:4) stated that the writing process consists of four key parts: planning, drafting, editing (reflecting and rewriting), and the finished product.

Planning → drafting → editing (reflecting and rewriting → final product

Planning is a crucial phase in the writing process. There are three key considerations must be made by the writer while planning process such as the writing's goal, its audience, and its content structure.

Drafting is the process of expressing thoughts in words and paragraphs on paper. Drafting is essential to the writing process since it allows the writer to write down ideas and prioritize which ones should appear first, second, third, and so on until the very end.

During the editing phase, the writer goes back and reads their initial work. The writer will be assisted in making the necessary revisions by another reader's response. In this case, the writer can modify their work if they discover any errors. For instance, the material is unclear, the grammar is incorrect, the language is inappropriate, etc. If the authors discover such situations, they have the right to alter or correct it.

The last stage of writing is producing final versions. Due to several modifications made to the editing procedures, this may differ from the previous the original draft. However, the author is prepared to give the written text to the readers

Other references from Steve Peha (2003) said that there are six steps in the writing process: pre-writing, drafting, sharing, revising, editing, and publication. These phases are described as follows:

- Pre-writing: pre-writing is any writing we do before we actually begin to write. It can also be a source of inspiration. In pre-writing, the writer can read, take notes, cribble down odd ideas, or even create a web or a plot map as pre-writing exercises.

- Drafting: drafting is a process that is still ongoing. In the pre-writing section, the writer may have even made some notes on the topics we were considering. Now, simply get down and start writing. Additionally, the drafting phase is a time when we should write down anything that comes to mind without stopping.

- Sharing: sharing refers to the act of showing others our work and receiving comments on how we are doing. We must determine the requirements at the sharing step, gather feedback from others, and then consider our options.

- Revising: after getting some comments in sharing section, the writer revises or edits their work as the suggestion or comment that has been received before. The purpose of revising is to make our work better. So then, it can be easily accepted and understood by the reader.

- Editing: editing is the process of fixing any issues we may have with writing rules including spelling, punctuation, grammar, and usage.

– Publishin*g:* the publishing step gives the writer an opportunity to polish his writing so that audiences can read it.

In conclusion, the main process of writing is planning, drafting, editing and publishing. Before writing, the writers need to think about what they want to write. Then, the writer can take some notes that can be main point of their writing. Not only take some notes, the writer can also try to write down their idea while drafting. After doing drafting, the writer can check out their work and highlight some points that need to be edit. The last thing should be done by the writer is publishing. It is the time for the writer to take an opportunity to publish and show their work to the readers.

2.2 Teaching Writing

According to Cashwel & Mahler (2003:3), teaching writing gives students the chance to practice their ability to think clearly. The goal of teaching writing is to give students the skills necessary to correctly produce English sentences, paragraphs, and texts. Additionally, it is a method for developing critical thinking in writing in the students, and the instructor should select an effective approach.

A teacher's function should be that of a coach and facilitator rather than a director (Brown, 2001). The teacher acts as a facilitator, encouraging students to interact with the composition. The teacher must respect students' opinions by refraining from interjecting personal opinions into their writing. The following are the process-based methods for teaching writing that Brown (2001:335) cites as being used by Shih (1986) such as focusing on the writing process that results in the final written product, assisting students in understanding their own compositions; assisting students in adhering to the prewriting, drafting, and revision stages; allowing students time to write and revise; placing a high value on the revision process; and assisting students in determining what they want to say when they write; provide students with helpful feedback as they are writing a text (not simply on the finished output), as they want to share their ideas; Encourage of peer and instructor feedback; and include individual discussions between teacher and student during the composing process.

In teaching writing, there are various characteristics of writing instruction that the teacher must consider. Nunan (1992: 92) asserted that there are three principles to teaching writing:

a. Recognize students' motivation for writing

The most frustration with writing instruction happens when the teacher's aims fail to correspond with those of the student, or when the teacher's goals do not connect with those of the school or institution where the student works. It is critical to comprehend both and communicate goals to kids in ways that make sense to them.

b. Give the students several chances to write

Writing almost always gets better with practice. Examine the lesson plans to see how much time goes into reading or talking about writing compared actually writing. Not every piece of writing requires correction or grading. Teachers should not assess "practice writing" because free throws are not scored. Students will feel more familiar with the act of writing if practice writing sessions are introduced into the curriculum on a regular basis.

c. Give feedback helpful and meaningful

Students need feedback on their work, but it isn't always effective. Check if students comprehend the words or symbols if the teacher gives suggestions on their work. Make time in class to discuss them. Be careful of the tone of your comments. The margins of a paper are limited, forcing you to make brief comments. When writing brief comments, we typically leave out terms that soften our message. Students might think of comments like these to be rude and unhelpful. It is not always necessary to write feedback in the margins. Students can try out alternative formats such as individual conferences, taped responses, typed summary responses, and so on.

Finally, providing feedback should not imply "correcting" a student's writing. To encourage independent writers, teachers can provide summary remarks instructing students to look for and repair faults on their own. Explain to students how their writing will be graded.

2.3 Strategy of teaching writing
  2.3.1 Strategy in Teaching Writing

According to Brown (2007:119), strategies are specialized techniques of managing a problem or task, models of operation for accomplishing a given purpose, and thought designs for controlling and manipulating specific information. Brown defines strategies as "specific actions, behaviors, or steps taken by students to improve their own learning." Students' strategies differ, and each student has a number of practical choices for managing a certain problem, and they can decide on one technique or several in sequence. Meanwhile, Richard (1992) in (Istiqomah, 2019) mentioned that strategy is someone's method of achieving their goals. In the subject of education, a strategy is defined as an arrangement of steps used to achieve learning objectives.

According to Judie Haynes and Debbie Zacarian (2010), teacher strategies are approaches used by teachers to help students acquire the desired course topics and set feasible goals in the future; there are numerous strategies that teachers can use to teach students. The objective of teaching writing methods is to help convey lessons and offer students a concept of writing, and subsequently to help them learn how to write.

Judie Haynes and Debbie Zacarian propose seven (seven) strategies that teachers may apply when teaching writing:

− Make the lesson visual
  Learners can see what they ought to be familiar with initially. To introduce new terminology and concepts, employ visual representations such as graphs, maps, pictures, drawings, and charts.
− Identify important concept
  Teachers should write the main concept for a unit of study in student-friendly language and post it in the classroom.

- Integrate new information

  The teachers always ask how the students are doing at the moment, how they feel about something, and what their problems are, so that the teacher can grasp the character of the students in the learning process and provide answers to their issues.

- Provide appropriate feedback

  Teachers must talk more slowly and apply gestures and body language to convey information to students.

- Improvement vocabulary

  Teachers must connect new vocabulary to previous knowledge and apply visuals to reinforce meaning.

- Set up cooperative learning strategies

  An organized pedagogical method which allows small groups of students to collaborate to achieve a common goal.

- Modify testing

  Teachers should allow for many methods of assessment, such as oral, drawing, physical reaction, and manipulative, as well as test customization.

In teaching and learning process, strategy is an important thing that should be prepared by the teacher before conducting the class. Strategy can help the teacher to have the class effectively. In conclusion, teacher should have the best strategy that can help teacher when they face anything. So that the class can run optimal and conductively.

2.3.2 Digital Outlining Strategy

Outlining strategies is one technique that may resolve a problem, particularly a difficulty with students' writing skills, and it is hoped that this technique would increase student writing achievement. According to Oshima (2013: 155), an outline provides students with a structure of ideas that guides them while they write. In theory, outlining approaches might help students plan their thoughts for writing in a systematic manner.

According to Zemach and Rumisek (2003: 63), an outline is a list of the facts you will include in your essay. An outline begins with the thesis statement of the essay, displays the organization of the essay, informs what concepts you will address and which ideas will come first, second, and so on, and concludes with the essay's conclusion. Outlining has some purpose in the writing process. Writing an outline before writing an essay will show you what to write before you begin writing; an outline will also assist make your essay well and clearly focused; and an outline will save you from forgetting any crucial ideas (Zemach and Rumisek, 2003: 63).

An outline is a plan made before writing to think about and organize some thoughts that will be arranged into an appropriate writing. Students can learn more about the subject that will be discussed if they use an outline. As Crème and Lea (2003) stated, a writing plan is assumed to have written seventy five percent of the writing, and with it, writing will be quite smooth.

An outline is generally thought of as a paragraph plan. According to Syafi'i (2007), in an outline, you have to break down the key topics and sub-points in the order in which you want to write about them. Starting with an outline will make developing a paragraph concerning the target topic much easier. Of course, in this situation, you will be directed by an outline relating to the topic sentence. Outlining is also the ordering of sections within documents. Outlining entails repositioning paragraphs and deciding where a heading should be in the hierarchy.

An outline structure may push writers to begin grouping their ideas and thinking about what should be the input as their arguments before writing. Outlining helps authors understand how to construct their arguments practically. Using an outline, writers can better organize their ideas. It will assist the writer in exploring their concepts relating to the topic and in organizing the paragraph into a decent composition. It is related to Langan's (2009) stated in (Almunawaroh, 2020), that an outline is a Guidelines to help writers produce a logical, well-organized, and supported writing. Outlining can also help increase the success of an essay and make formulating easier.

Juzwiak,C (2012) Outlines consist of three main features: the main idea, the supporting points, and the relevant example, as stated below:

a. Feature 1 (The main idea): Each paragraph in a text must contain an important thought that answers directly to a specified topic.

b. Feature 2 (The supporting point): There are supporting elements in the outline which support the main idea and must be completed. These are frequently generated by large ideas in groups or lists and it must describe the points of support in whole phrases.

c. Feature 3 (The relevant example): Each supporting point in the outline must be followed by an appropriate example to demonstrate the point. Related scenarios can be expressed in simple phrases or even single words in an outline. It must be confirmed that the example connects to the topic under consideration.

In other hand, Oshima & Hogue (1998) confirmed that there are thee structures of essay outline such as topic sentences, supporting sentences and concluding sentences. The topic sentence usually introduces the idea. It introduces the topic and provides the writer's point of view on it. Supporting sentences provide information about the subject and important topic. Supporting sentences includes descriptions, explanations, and examples. Supporting sentence may have some supporting details. The last is concluding sentences. When conclude the sentence, writer should conclude the whole text and the main idea should be re-explained in conclusion. It can be illustrated below:

I.	Topic Sentences
II.	A. First Supporting Sentences
	a) Supporting details
	b) Supporting detail
	B. Second Supporting Sentences
	a) Supporting details
	b) Supporting detail
III.	Concluding Sentences

According to Oshima & Hogue, there are some steps in creating an outline such as think the topic, starting with introduction and body, making a topic sentence of each subsection and write the supporting sentence in lowercase letter. The first step that should be done is to choose a topic and try to summarize the main idea of the paper or essay in a single sentence or phrase. It can assist students in focusing on the key point. The students should write them down in Roman Numerals (I, II, III, etc). They can include two or more supporting sentences in introduction, but when they do a thesis, they only must write the supporting sentence in a sentence. When the students make the topic sentence, they can write it two or more sentences based on the aims of the text. The students can also write some sentences to support the topic sentences.

The outlining process is seen as a substitute for traditional writing instruction so it has many benefits. The following are some benefits of applying an outlining method that was mostly based on Oshima's (2006) work:

a. Using an outline technique can assist students in organizing their thoughts so that they don't include any unrelated or insignificant information.
b. It encourages the students to focus on their writing's topics.
c. Create an organized overview of the writing of the students.
d. The students' writing can be guided by an outline, and they can proceed from one point to another based on the outline.
e. Having an outline makes it easier for pupils to decide where to begin their writing.

Based on the explanation above, it can be concluded that students can write a paragraph or any text easily by using online strategy. Students can be helped to make a framework before they start to write their topic. With outline strategy, students can be more focus in the topic that they will write.

2.3.3 Digital Outlining Strategy

Despite the fact that traditional outlining is usually using pen and paper. However, making outline using traditional method has been criticized too rigid (Price, 1997). And nowadays writers can use digital outlining tools to develop their writing is standard word-processing program. According to Deacon (2004) students can make an outline from different way, it can be some various application or digital tool. Students are not only focused in making outline by using pen and paper but student can also develop their outline in digital tool such as Microsoft word, Canva, and Google doc. These digital tools enable writers to create an outline easily because those tools are able to arrange the sequence and subordination of their ideas.

According to Price (1997), he stated that traditional outline is a final result or fixed document that serves as a rigid guide for students to follow when drafting. Meanwhile, using digital outlining can help students with the continuous process of writing and thinking. Making an outline by using a tool is really helpful for the writer. As the process of writing that has discussed above, in writing process, the writers need to make a draft before publishing or submitting their writing result. So that, using a digital outlining strategy can be easier because the writers can easily change, add, remove and fixing their work.

There are some advantages in using digital outlining strategy (De Smet, MJR & Kirchner, PA, 2014) such as:

a. Writers can be easier to construct their planning
b. The text structure is better because it through automatic formatting
c. Writers can show their outline and also the full text through screen or link submission
d. Writers can show only the content they are working on and conceal any intervening material, fold and unfold portions of the text
e. Using digital outline can be easier to build the full text
f. The writers can revise, add, remove and moving their outline easily and regularly.

Even though using digital strategy, the structure still uses the outline structure in general. The difference is only the tools to develop the outline. By using digital outlining, both of the students and teacher can see and share their work easily. Teacher can also easily to review the students' work because the teacher controls the students directly from the tool.

Digital outlining strategy can be implemented through (1) teacher introduces about the tool or application, (2) students are being asked to discuss about the tool that will be used (in this part, the students can direct access the tool and try to use it), (3) the teacher give an example how to make an outline through the tool with following by the students, (4) the teacher gives students opportunity to try and ask question if they find problem then the teacher fixes it, (5) students make an outline with being controlled by the teacher directly from the tool, (6) the teacher asks the students to build the full text from the outline that has been done.

2.4 Expository Text
2.4.1 Definition of Expository Text

The aim of an explanatory essay is to influence readers to consider an idea from a particular point of view. Typically, it simply offers one side of an argument and provides evidence supporting that position. Expositions might take the form of literature, posters, letters to the editor, debates, conflicts, and fact. Oshima and Hogue (1988:55). Expository writing is any type of writing that clarifies concepts or facts and aids in comprehending something. It can also be utilized as a teaching tool.

According to Beck and McKeown (2003), expository text uses organizational elements including heading and subheading to provide fact, data and evidence in a systematic and logical way with the goal of informing the readers about a specific topic or subject matter. This statement seems to agree with Tuchman (2005) that is Writing an explanatory essay requires that the writer identify the topic, focus on it, and develop it using clear facts, details, examples, and explanations. disregards unnecessary and improper information, employs structural elements like similarities and contrasts or cause-effect, employs a number of information sources and ends with a statement.

Expository text is used to help readers to understand and be more involved with some complex issues by using techniques such as cause-effect, problem and solution, or progressive sequence (Vacca and Mraz, 2017). This statement is also supported by Duke and Roberts (2019), expository text is a text that uses several kinds of structures such as cause-effect, problem and solution, or logical sequence to improve knowledge or understanding as readers provide information about certain topic and problem. Based on the explanation above, it can be said that expository text is a text that used to describe about an issue by using some kinds of patterns such as problem and solution, cause-effect, progressive and logical sequence.

In conclusion, expository text is a text that is used by explaining or giving some arguments about a topic, issue, and problem. In expository text usually includes fact, systematic data and must be detail explanation.

2.4.2   Generic Structure of Expository Text

According to Maxmenroe (2020), an expository text must have some generic structures such as thesis, arguments and reiteration/recommendation.

a.   Thesis

In thesis, the writer should explain or introduce the topic that will be discussed. The writer gives an explanation about the topic clearly.

b.   Arguments

Argument is some reasons or justifications used to back up the thesis's opinion. In this part, the writer should give some reasons with clearly explanation. The writer must make the arguments that relate with the topic.

c.   Reiteration/recommendation

Reiteration is the conclusion of the text including the thesis and the arguments. In order to the readers to get or understand the content, the writer restates or highlights some points. In this part, the writer usually rewrites the important points that have been discussed in thesis and arguments.

2.4.3 Characteristic of Expository Text

According to Joy M. Reid (1982), there are some several characteristics of expository text that should be aware of, these are:

a. An expository text presents accurate and factual information.
b. An expository text should have three paragraphs minimum.
c. The thesis statement and textual background should be presented in the beginning of paragraph.
d. The second, third and the continuing paragraph must provide an explanation or point to support the thesis statement
e. The last paragraph is summary or conclusion.

It is supported by Maxmenroe (2020) that the characteristics of expository text are (1) information is submitted in a clear, accurate and readable manner, (2) This text uses an engaging, informative, or persuading writing style, (3) this text uses simple language to explain the information in an understandable manner, (4), Written information submitted is objective, unbiased, and supported by verifiable facts, and (5) The factual data is presented in a way that is concrete and helpful.

2.5 Previous Study

In carrying out this research, researchers also found several previous studies that had almost the same discussion, those are: Kamilah Tazky (2021) conducted research with the theme "The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive". Her research shows that using an outline strategy helps students write more detailed texts. The teacher benefits from using outline technique. It offers the chance to pick the most effective method for teaching writing. When using an outline to educate, teachers will be encouraged to develop engaging and simple techniques to engage the students' attention and involvement. In this research, the researcher used action research and the subject of the research was the first-grade students at senior high school. There were 30 students which are consist of 17 females and 13 males.

Tenny Murtiningsih (2019), the title of the research is "The Effectiveness of Outlining in Impoving Students' Paragraph Writing Skill". The result shows that following an outline helps students write paragraphs quite more effectively. The student has gotten better at writing paragraphs. In fact, outlining does help students become better paragraph writers, as indicated by observation and test results. Creating an outline can help you write more quickly and fluidly. When writing, it helps us manage our time more effectively. In this research, the researcher used classroom action research (CAR) and the subject of the research is students of English Department.

Damayanti (2022) with the title "The Effectiveness of Using Outlining Strategy in Teaching Writing Descriptive Text for Junior High School". The result of the study showed that for junior high school students, especially those in seventh grade at MTsN 8 Kediri, implementing the outlining technique to teach writing descriptive text is helpful. The research used quasi-experimental method. The researched also used pre-test and post-test for collecting the data.

Paul Kirschner (2014) with the title "Electronic outlining as a writing strategy: Effects on students' writing products, mental effort and writing process". The result found that the study suggested beneficial effect of electronic outlining on students' writing. But, it's not clear answer about how these effects were achieved. So, the researcher suggested to the future researcher to include pre-test writing task to know the students' ability in the beginning of class.

Based on those previous studies, study has similarity in using outlining strategy in teaching writing skill. However, there are some differences between this study and previous study. The differences are the way the researcher applies the teaching strategy, the material, research method and the level of students. In this research, the researcher uses digital outlining strategy by using "Canva" application while the previous study used outlining strategy by using traditional method. The material that is used by the previous study is descriptive text while this study is expository text. The previous study used CAR (classroom action research) but in this study, the researcher uses quantitative with experimental method. The last difference is the level of the students. In this study, the researcher focuses on the

senior high school level, meanwhile the previous study conducted the research in junior high school level. Because of this, this research relates to all other studies as a guide for performing this research, even with any modifications and differences in the way this research was carried out.