

CHAPTER II

LITERATURE REVIEW

This chapter explains the literature review and theoretical framework that is used in developing this project. Several theories that support in this project are explained in theoretical framework. Then, the literature review discusses several sources that are related to or similar to the project

A. Definition of Writing

Writing skills are special skills that help writers express their thoughts to put it into words in a meaningful way and to interact mentally with the message. There are several definitions of writing, explained by several differences Linguist. Writing is an integral part of the larger activity on which emphasis is placed something else like language training, playing games or speaking (Harmer, 2007:33) On the other hand, writing is a textual representation of language through the use of a series of characters or symbols. Some people think like that writing is difficult. Elbow (1981:9) states that writing requires the ability to do so Inventing words and ideas yourself also requires the ability to take criticism describing which one to use.

Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335). Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate

something with the other people indirectly, student gets effort to express mind through language in writing.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed and Al-Omari in Yunus, and Chien 2016: 1).

B. Teaching Writing

In teaching writing, we are required to be able to teach or explain to students how to write effectively, and also help students to more easily understand writing techniques effectively. Learning to write is a process of acquiring meaning Review is the focus of the class and teachers regular damage after the fact to give advice and guide the student Process (Zamel, 1982: 206).

Ask students to write for 2-3 minutes Place - at the beginning of the lesson to stimulate discussion and gathering Remember, in the middle of the lesson, we will change the topics and work A difficult question or problem or something that interests the student. or given at the end of the lesson Students have the opportunity to think through memorizing what they have learned (Example, 2008: 3).

According to Subekti (2017: 11-12), it is explained that the child does not know their writing will be analyzed but when the teacher tells them they will write a detail they did not object to. This means that the teacher must respect the student guide

them and don't encourage them to buy right. We must listen carefully these are words that can express truth, that can express voice. We must respect ourselves students for his possible truth and for his possible voice.

Brown (2000:7) states that teaching is about showing or helping someone to learn Enlightens, informs or understands how to do, It can be concluded that teaching writing is not just a school's job. Writing is an essential tool for students to learn the subject and improve Their writing skills are the responsibility of all students and teachers.

C. Problem in Teaching Writing

Many students require far less writing skills than they require from others. They think that writing is difficult, boring, and not important in their life. Student usually afraid to express their thoughts and they are afraid of failure. As mentioned in the previous writing, the state provides relatively permanent a record of information, opinions, beliefs, feelings, arguments, explanations, theories. Writing allows us to share our communications not only with our contemporaries, but also with future generations. It allows people from the near and far past to talk to us.

According Heaton (1975) mentioned that writing skills are difficult to teach, about grammatical, rhetorical, conceptual and judgmental elements. That the following analysis attempts to categorize the many and varied skills required write a good process into five common components, they are :

1. Language Use

The use of language is the ability to write correct and appropriate sentences,
Mechanical Skills

2. Mechanical skill

Mechanical skill is the ability to use certain conventions correctly written language-eg. punctuation, spelling.

3. Treatment of Content

Treatment of content is the ability to think creatively and develop thoughts, exclude all irrelevant information.

4. Stylistic Skills

Stylistic skills are the ability to manipulate sentences, paragraphs, and usage language effectively.

5. Judgement Skillss

Judgmental skill is the ability to write in an appropriate manner for a specific goals with specific audiences in mind, along with the ability to select, organize, and order relevant information.

D. Principles of Teaching Writing

Research shows that students learn and retain more content when they are active participants in their own learning. This means that students must be asked to do more than just repeat information they have heard or read. On the other hand,

writing is an important component for students to be active in their learning. It is a way for students to access higher order thinking (HOTS/High Order Thinking Skills), integrate information across disciplines, and realize their own learning process. It should be noted that writing in this context is much more than studying grammar, style and mechanics, but writing to learn or writing to learn (WTL).

Write Instruction needs to be broken down into manageable parts so students practice over and over again while they studied its contents. For students to be better off, say Hochman and Wexler (2017), “They need a set of strategies that specifically target skills they haven't mastered yet build on the skills they already have, in a gradual, step-by-step process. They also need clarity immediate feedback that helps them identify their mistakes and monitor their progress.”

1. Teachers need to explain the purpose of writing to the students
 - a. Make sure students understand that establishing the macro rhetorical goal and purposes of writing is an essential part of the writing process.
 - b. Ensure that students recognize the functions of academic writing. After that, they may begin to appreciate its importance in writing.
 - c. Plan activities that require students to identify the purpose of writing at the modelling, joint construction, and independent writing stages.
2. Writing lessons would address the knowledge-transformation approach to writing
 - a. Teach the knowledge-transformation approach to writing with a focus of establishing the macro-rhetorical goal of the essay.

- b. Explicitly teach students the thinking processes in planning, organizing, writing, and revising the essay using the knowledge-transformation approach to writing.
 - c. Create class activities that raise students' awareness of the differences between the information-focused approach and the knowledge-transformation approach to writing.
- 3. Second language writers' writing performance can be enhanced by understanding coherence in a broader sense
 - a. Teach the features of a coherent text at a discourse level and highlight the differences in meaning between metadiscourse markers and cohesive devices in writing.
 - b. Encourage students to self-edit their texts by reading aloud and self-evaluating their writing using a coherence checklist.
 - c. Plan peer review activities, focusing on the development of coherence in writing. Peer reviewers can also comment on the macro-rhetorical goal of their peer's essays.
- 4. Writing is a complex activity
 - a. Teach students that writing is a non-linear process involving many stages, not limited to conceptualizing, formulating, reading and revising.
 - b. Recognize that students will encounter difficulties during the writing processes such as 'setting the macro rhetorical goal, establishing writer identity,' and 'considering the reader.

- c. Plan group activities that heighten students' awareness of the nature of writing. Help students develop an understanding that pre-writing, drafting, and revising cannot be separated from each other into neat independent stages.

E. Strategies in Teaching Writing

Schlig (2008) in the classroom, someone or the students' competence can be assessed by tests or examinations. Writing competency is the ability to perform writing task in which the focus in the accuracy, development, and reflective expression of the students.

Sanjaya (in Alnedral) states that learning strategies can be interpreted as plans containing a series of activities designed to achieve certain educational goals. In the series of activities there are two meanings. First, a learning strategy is an action plan (a series of activities) including the use of methods and the utilization of various resources/strengths in learning. Second, strategies are prepared to achieve certain goals.

Hamalik (2001) added that teaching strategies are a series of steps step is a method that focuses on students' activities in teaching activities to achieve certain goals. these activities must be done by both teachers and students in order to achieve the goals learning can be achieved effectively and efficiently.

Lawton (1977) defined teaching strategy is a generalized plan for a lessons which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Meanwhile,

Mackenzie (2015) defined the terms strategy and teaching separately. For him, “Teaching refers to a system of actions involving an agent, a situation, an end-in-view and two sets of factors in the situation-one set over which the agent has no control and one set which the agent can modify with respect to the end in view. It means strategy is role to guide the students achieve the goals of teaching learning process.

Aljawi (2011) states that writing is the most important skill to have. Because when students are able to write they not only improve their writing skills, but also improve other abilities. According to Hairston as quoted by Suadnyani (2009:2), writing is important because writing can be a means to find something, generate new ideas, train the ability to organize and clarify various concepts or ideas, practice an objective attitude that exists in a person, help to absorb and process information, and train to think actively.

In teaching writing Cashwel & Mahler (2003:3) said teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing and the teacher should choose the good strategy to it

One way to improve writing skills is to write consistently. The more students write, the more their writing skills develop. However, writing must be meaningful for the writer, and more importantly, writing must be interesting. Thus, the diary book method is used to improve students' creativity and writing skills. The use of a

diary that contains daily personal experiences is intended to overcome the notion of writing activity as something difficult.

According to Judie Haynes and Debbie Zacarian (2010) Teacher's strategies refer to methods teachers used to help students learn the desired course contents and be able to develop achievable goals in the future; there are so many strategies which can be used by teacher to teach students. In teaching writing, the purpose of the strategies are to help presents lesson and give understanding about writing to the students then help students to understand the way to write and can write a descriptive text as well. It means all the strategies are believed can help teacher to make teaching learning process more effective.

Based on Research (Mahadzir, Ismail & Ramakrishnan, 2007). From investigating feelings and attitudes, to investigating students' experiences in their efforts to master the language as reflected in their diaries, Mahadzir et al. instructed 7 first-year Malay undergraduate students to write their diaries for two semesters in English. Then, the diaries were collected and interviews were conducted during and at the end of the diary writing. The results show that the student's experience is guided by outside influences e.g. teacher, language activities and class interaction.

In writing learning activities must go through the following stages:

- a) Creation of diction: students are trained to choose words correctly and use them according to the intended reader.
- b) Making effective sentences: students are trained to create various types of sentences so that their writing is easy and enjoyable to read.

- c) Building paragraphs: students are trained to compose paragraphs based on the topic sentences developed.
- d) Limiting and elaborating the topic: the topic of the essay must be limited so that it is more focused.
- e) Selection of types and creation of discourse: students are trained intensively to compose discourse.

F. Review of Relevant Studies

Regarding the researcher's explanation, the first research that became a reference for researchers was research conducted by Siti Nurfadhilah Gani, Munir, Muh. Tahir, State University of Makassar (UNM), publish on 2022. The title is "An Analysis of Teacher Strategies in Teaching Writing Skills in Pandemic Era (Learn from Home)", In this study, the researcher found several strategies and how the teacher implemented it in teaching writing skills through online class. The first strategy known as the cognitive strategy that consist of three method in implemented it. There are, Question and Answer, Comprehend and Understanding, and Teaching Media. Another strategy except cognitive is affective strategy. The way the teacher implemented this by Using student's favourites and experiences as the writing topics and often used by the teacher in teaching Descriptive writing skills.

The second research was research by Nofita Sari, English Department Teacher Training and Educational College (STKIP) Bina Bangsa Getsempena Banda Aceh, publish on 2021. The title is "An Analysis Teachers' Strategies in Teaching Writing Skill Through E-Learning During Covid-19 (A Descriptive Study at SMAN 5

Banda Aceh)”. In this study, researchers describe about the teachers’ strategy in teaching writing skills to students at SMA N 5 Banda Aceh during the Covid-19. This study concludes that during this pandemic, learning English, especially in writing lessons through e-learning at SMAN 5 Banda Aceh was carried out using SPADA application, and WhatsApp Group. The teacher considered that distance learning had its advantages and disadvantages because currently they could not meet face to face between the teachers and students. Thus it made the learning less effective because of pandemic factor. The methodology used in this research is a qualitative method. The research subjects were teachers’ at SMA N 5 Banda Aceh. Research instruments used documentation and interviews.lessons through e-learning at SMAN 5 Banda Aceh was carried out using SPADA application, and WhatsApp Group. The teacher considered that distance learning had its advantages and disadvantages because currently they could not meet face to face between the teachers and students. Thus it made the learning less effective because of pandemic factor. The methodology used in this research is a qualitative method. The research subjects were teachers’ at SMA N 5 Banda Aceh. Research instruments used documentation and interviews.

The third research by Sri Istiqomah, English Education Program Teacher Training and Education Faculty Pancasakti University Tegal, publish on 2019. The title is “An Analysis on the English Teachers’ Strategies in Teaching Descriptive Writing at the Second Grade of Junior High School”. In this study, researchers describe about the objectives of this research are to find out the strategies that the teachers’ used in teaching writing descriptive at the second grade of Junior high

school from SMPN 02 Dukuhturi, SMPN 17 Tegal and SMPN 19 Tegal, and how the teacher implements the strategies in class. The result of the research found that there are different strategies that the teacher used in teaching descriptive writing in class; from SMPN 02 Dukuhturi there are two strategies that the teacher used Imaginary Strategy and Guided Writing Strategy, from SMPN 17 the teacher used Imaginary Strategy and Scaffolding Strategy, and from SMPN 19 teacher used various strategy such as Learning Outside School Through Various Media, Cooperative Learning, Discussion, Making a Group, Analyzing the Picture and Discussion. From those strategies, the teachers are able to know how far the students understand the material that the teacher has given to the students and the students are able to do the task after the material has been given. The method of this research was qualitative research. The subject of this research was English teacher in SMPN 02 Dukuhturi, SMPN 17 Tegal and SMPN 19 Tegal. The instruments of this research were observation checklist and interview.

This study have several similarity to the second previous study. The second previous study is the study that conducted by Nofita Sari (2021) aimed Teachers' Strategies In Teaching Writing Comprehension. The similarity between this study and the second previous study among others, the using of descriptive qualitative as the research method. Another similarity is the objective of the study. The first previous study has one similarity of objective with this study which is what strategies do teachers use on teaching writing. However, there are several differences between this research and the first previous study research such as this research focuses on teaching writing through E-Learning media during the Covid-

19 pandemic. On the other hand, the subject of this research is two English teachers who teach offline or face to face. Another difference is research result. The first result of previous research is the use of teachers several different strategies and asking for specifics information for teaching writing comprehension.

But in this study the researcher wants to know the Teachers' in teaching writing skill. The researcher also takes different place. This study conducts in SMK YP 17 Pare.