

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses several related theories research. The theories are about writing skill, teaching writing, and teaching strategies. These theories can be used to help researchers to analyze strategy teachers in teaching writing used five strategies at vocational high school. On the other hand, this chapter also explains the previous studies used by the author to support the research.

#### **A. Writing Skill**

##### **1. Definition of Writing Skill**

Writing was one of the important aspects of English that students must master. Acquiring skills include understanding when a person is listening and reading. In English effective speaking and writing skills. It used acquired language and creates a message through speech or written text that others must understand. This means that students must be able to use English in a receptive and effective manner.

According to Brown (2001), there were four skills in English. In these skills there was one skill that was very difficult to be mastered by school students and foreigners, that skill is writing. This was because writing had seen as a complex process to put ideas on paper to turn thoughts into words that are beautiful and easy for readers to understand. Because an idea or thought is an abstraction that comes purely from our minds, it is not easy to convert it into a form that can be understood or read.

Graham (2012, in Rohmi, 2022), stated that writing was a necessary component of professional, social, community, and civic engagement. Writing was an important tool for communication, education, and self-expression, being the ability of speakers to convey their body language through words or sentences. The concept in writing had language that makes sense and was clear. Good writing and sensible writing skills include the use of appropriate and appropriate language for the situation, as well as a solid understanding of spelling, vocabulary, and grammar. In this skill was not made good essays but also students' writing competence tests in several places taken by students.

Writing ability was an indicator of academic success and a prerequisite for social participation in the global economy, but writing is not a simple language skill due to the wide range of areas involved. Writing texts always involves verbal and non-verbal abilities. In fact, writing is not only a means of expression, it is also an essential measure of competence in any field. This means that to write means to look for expressions or to say something through the application of a language system.

Writing can be seen as two different views. Brown (2001), and Harmer (2007), stated that they are the product of this writing and writing process. When a text is viewed as a product, the focus is on what the final product of the article, such as an essay, report, story, or product will look like. This means that the writing must contain the elements, to certain standards of the prescribed English rhetorical style, reflect correct grammar, and be organized in accordance with what the audience understands often. In other words, the value of the end product

is the main thing to focus on rather than the writing process itself.

Writing skills are important skills that all students in the ESL classroom must master because they serve multiple purposes beyond the scope of school. Writing correct sentences requires motivation and interest in the writing activity, because the presences of these two things helped students or writers to continue to work, learn, and create written works that are in accordance with the achievements of the writing. Similarly, most students or writers focus on grammar, spelling, and structure when writing, but less on meaning, meaning, and enjoyment. In this case the teachers role is very important in instructing them, as facilitators for students or writers to help and guide them to be able to realize their goals in writing.

Based on the statements above, it can be concluded that in English writing is a difficult skill to master, because in writing we must detailed and understood l what structures must be applied in writing and also have a complex nature. In writing we were also required to be able to process the words that we have poured in writing clearly and easily understood by readers, because this is an important point in writing.

## **2. The Characteristics of Written Language**

According to Brown (2001), there are several characteristics of written language that have been found, the characteristics are as follows:

### **a. Performance**

The wrote has a permanent nature. So if they have finished their writing, the writing cannot be changed therefore, they must be revised and refined in

writing before going to the final stage.

#### **b. Production time**

Time is a benchmark in the achievement of an activity, and time limitation is a problem in the achievement of an activity, one of which is in education. Having a long period of time will affect writers or students in producing good written works and vice versa if the time given is not sufficient then the writer or student will produce messy and bad writings. Therefore, sufficient practice will make writers or students able to manage time as well as possible with a predetermined time limit.

#### **c. Distance**

A good writer is a writer who can be able to convey the characteristics and messages of the story that has been written to the reader in a clear and easy to understand manner. The writer with the target reader has a distance between the two. This was because of the writer's prediction in shortening the general audience's knowledge distance and writing from the perspective of the target audience.

#### **d. Orthography**

According to Harmer, (2004, in Fahmi R., 2016), the development of writing throughout the world is currently very fast with various writing systems. Therefore, to be able to use such a writing system is easy, especially in a language whose spelling is different from the writing system of writing the author.

**e. Complexity**

The writer here is required to learn how to eliminate redundancy, because written language has larger clauses with more complexes and forms. Therefore, writers are required to write densely, clearly, cohesively, and coherently in conveying messages to readers.

**f. Vocabulary**

Written language is the most difficult thing to master, not only its good characteristic content but also a large vocabulary. They are required to continue to learn and enrich the use of vocabulary in English in order to attract readers to read.

**g. Formality**

Formality is a regular convention in writing. Writers must learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue. It's mean that writing have a different purpose, and the form must be different.

Writing is one way of communicating through written form, but in the writing it must be clear. So in writing we must pay attention to what we have written, it needs revised and refined. It is useful to ensure that the writing is appropriate before the next stage. It aims for readers to capture the contents and messages clearly and easily to understand.

**3. Types of Writing Performance**

Brown (2001), stated that there are five types in writing performance, by comparison was limited. Consider the following five main categories of writing performance classes:

**a. Imitative**

This type is usually used for beginners in learning to write. They simply write English letters, words and perhaps sentences to learn the conventions of orthographic code. However, this type also serves to teach and test processing in learning to write.

**b. Intensive**

This type includes the type that hones students' writing skills by showing how to determine grammar, vocabulary, and sentence formation correctly and precisely.

**c. Self-writing**

Self-writing is an activity that is devoted to writing yourself, or writing only by thinking of yourself as an audience which means writing to remember later. Diary or journal writing is also included in this category, it aims to recall what they have wrote.

**d. Display writing**

Display writing is a type that focuses more on writing assignments, which means that students take notes on various tasks during learning.

**e. Real writing**

In this type, it is stated that the purpose of this type of writing is to exchange useful information for the readers. This is because every writing must most likely have a different purpose, here the role of the teacher plays an important role in providing a clear understanding to students about the types of writing so that students will understand, be able to distinguish, and know their

writing correctly.

In writing we need sufficient knowledge so that the results of our writing can be read clearly and easily to be understood by the readers.

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

Writing is a way to train students to think about what students will write. Then the teacher guides and teaches students in writing to pay attention to the elements that will produce a written work. Harmer (2004), has explained the writing processes which consist of four main elements, as follows:

##### **a. Planning**

Planning is often the basis for writing, reading, thinking, and learning activities. This was perhaps best described as thinking up ideas, whether immediately before starting to draft a piece of writing or just thinking about what is known about a particular topic.

##### **b. Drafting**

The drafting process extends prewriting, when students create new texts from what they have read, seen, thought about, or researched. More specifically, the drafting stage is a time to get ideas down, paying little attention to spelling, punctuation, and other mechanical errors. Drafting is a procedure for determining whether ideas that have been discovered during planning, can be formed into successful writing. Doing so will allow students to experiment with possible arrangements of a single topic.

**c. Editing**

In the previous stage the writer has produced a draft, then the activities after that usually read further what they have written to see whether the writing is working or not working. Maybe the order of the information is not clear. Perhaps the way of writing something is ambiguous or confusing. Of course this will be followed up by the author.

**d. Final Version**

After the authors go through the process of editing their draft, they change it if deemed necessary, they will produce the final version. This will look very different from the original plans and arrangements of the first because a lot has changed in the editing process. However, the author is now ready to deliver the written text to the intended audience. It is highly recommended for writers that they must follow the following steps, namely in planning and preparing.

Of the four elements of the writing process above, it is important to apply it in writing, because each step-by-step of the process has many benefits and is useful in writing. As a good writer, you need to have in-depth knowledge when you want to put written ideas into good writing.

**5. Purpose of Writing**

The purpose of writing is found from several arguments from experts about the purpose of writing. According to Taylor (2009, in Asmita, 2021), the function of the introduction that is usually carried out in academic writing is to inform the reader what issues have been raised and what adjusts the author in raising them. In other words that writing is part of the media to convey



information that occurs to the reader. Sharpes (1998, in Asmita 2021), stated that writing is an opportunity that allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their minds by compiling them into a good text so that others know them and they can think critically.

From the explanation of the researchers above, they have different opinions about the purpose of writing and the results that have been conveyed have almost the same meaning. therefore the purpose of writing is something that must exist when writing. This is because to achieve success in writing we have to work hard to get maximum results.

## **B. Teaching Strategies in English Writing**

### **1. Teaching Strategies**

According to Jarolimek and Faster (1989, in Aulia 2019), Teaching Strategy is a procedure that was always used by teachers and functions as a way of teaching to achieve goals and also an important component in the learning system. In the learning system there are components consisting of goals, teachers, students, teaching materials, learning strategies, and learning media factors, administration and finance. These components are mandatory in the learning system. In teaching the teacher is an important role that must always be there in teaching and learning activities.

Sarjan (2017, in Indrajid 2022), stated that the teacher's strategy in teaching and learning activities must be completed properly by both the teacher and students, this aims to achieve learning successfully and efficiently. The

teacher's strategy is the method or plan used in teaching. In this case the teacher can adjust, choose different teaching strategies according to the topic of the unit, class level, class size, and class resources.

According to Larsen-Freeman and Marti (2011), state that the teaching requires both cerebral and social labor. It is also a It is also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In summary, teaching is a very complex endeavor that is influenced by these 12 aspects, among others, and necessitates their contingent orchestration in order to facilitate students' learning.

Brown (2007, in Yani 2016), said that gave instructions, assisting someone in their study of something, supplying them with knowledge, and causing them to know or understood were all examples of teaching, the act of teaching supports learning. So a teachers were required to have the ability to organized learning components in general, so the functions of the intended learning components was interrelated. The teachers strategy is the effort that the teacher makes to vary the way of teaching and creates a pleasant teaching atmosphere for the class so that students can be involved and active in participating in learning activities actively not passively.

Based on the explanation above, it can be concluded that teaching strategy is one of the important learning systems, as well as teachers. The teacher is a facilitator who plays an important role in every learning and in learning teachers need strategies in teaching. Strategy is an effective teacher action used teaching variables, namely objectives, materials, methods, and tools as well as evaluations

that must be carried out by teachers and students properly so that learning objectives can be achieved effectively, efficiently, and also achieve the goals set.

## **2. Teaching Strategies in Writing**

### **a. Teaching Writing**

In teaching writing, we automatically deal with words and expressions: vocabulary, and syntax rules: grammar. Before teaching writing, we must define the vocabulary and grammar to be introduced or the vocabulary and grammar that our students need. It is also important to determine how they want to express their ideas in writing. It is clear that we cannot cover all vocabulary and grammar in teaching writing at once, and it may not be necessary to introduce all of them in writing to students to some extent.

According to Harmer (1998), we need to select and prepare word lists and grammar so students can use them to express their ideas in written form. In short, when teaching writing, teachers must balance the different needs of students while meeting clear and unambiguous guidelines, often those with limited knowledge of how to teach writing. Teaching writing requires complex knowledge that goes beyond knowing how to write well. The reasons for teaching writing to students in English as a foreign language include strengthening, language development, learning styles and most importantly, writing as a skill itself. We will consider each issue in turn.

Based on the explanation above, it can be concluded that the strategy in teaching writing is something that requires patience in understanding the material because the material in writing is very complex and must also be good at

processing the right words with their structures. In this case the teacher can help students in making good and correct written work and it is important that the readers understand it.

#### **b. Writing Strategies**

According to Abdul-Rahman (2011, in Fajrina, et al 2021), has investigated that there are differences in the writing strategies applied between native speakers of English (NSE) and non-native speakers of English (NNSE). She found three strategies that had been implemented differently in the two groups: organizational strategy at the planning stage, content strategy, and mechanics strategy at the revision and editing stage. NSE was found to pay more attention to the writing process than NNSE to the writing product. This proves that by using organizing strategies in the NSE planning stage more often than NNSE students. No significant differences were found between NSE and NNSE in using writing strategies during the writing process. At the revising stage, NSE shows more strategies regarding revising content and mechanics than NNSE. The two groups of students were also found to have different strategic approaches. For example, the outlining strategy for NSE students generates ideas, whereas for NNSE students it means framing their ideas.

According to Harmer (2004), Brainstorm where students in pairs or groups come up with a lot of ideas they can through discussion. The brainstorming helps students to be more active and confident in expressing their opinions, and improves their critical thinking skills, through well-used brainstorming sessions, team members will feel free to think in this manner without fear of negative

criticism.

A survey was conducted by Peñuelas (2012, in Fajrina, et al 2021), with 231 American students from various majors to investigate the writing strategies that students have used in compiling their writing assignments. The survey covered six writing strategies groups were memory, cognitive, compensation, metacognitive, affective, and social strategies. These results indicate that high ability students, indicated by their A or B scores in their English class, used cognitive, metacognitive and compensatory strategies more than affective, memory and social strategies. These students also used the strategy significantly more frequently than their low-ability counterparts.

A recent study by Chen (2011, in Maarof dan Murat, 2013), that investigated the English writing strategies of 132 Chinese, non-English major college students found that although the students used some writing strategies in the pre-writing stage, while-writing stage and revising stage, they were still not frequent users of many of the strategies.

According to Haynes and Zacarian (2010, in Annisah, 2010) strategies in teaching writing have seven strategies namely were :

1) Providing Comprehensible Input

The first thing to do is approach students with slow, detailed explanations and feedback so that students understand and agree with what the teachers has shared.

2) Making Lessons Visual

At this stage the teacher lectures about the information contained in the

book using several learning media such as pictures, photos, maps, graphs and also the teacher introduces new vocabulary and concepts so that students can understand the explanations that have been presented.

### 3) Linking New Information

At this stage the teacher uses learning with everyday life, culture, or the world of students. This is useful to help add new knowledge and information by using the learning that has been conveyed by the teacher.

### 4) Determining Key Concepts

At this stage the teacher determines the concept of learning with a language style that makes students interested in learning. The teacher can also explain the learning objectives so that all the learning objectives that have been determined are achieved.

### 5) Modifying Vocabulary Instruction

At this stage the teacher must think about and provide new vocabulary so that students practice and students can connect with previous material that has been taught by the teacher. Students need a lot of encryption of terms, idioms, phrases and words.

### 6) Using Cooperative Learning Strategies

At this stage the teacher can order students to form groups. This is useful for students to be able to find ideas and be able to express their opinions openly by discussing them in their groups.

### 7) Modifying Testing

At this stage the teacher can give homework to students. This is useful for

helping students to recall the material that has been delivered, because it is not certain that students record the material that has been conveyed by the teacher.

Based on the explanation of the experts above, it shows that there are various strategies in writing. Writing strategy is something that needs to be considered in writing activities because it will affect the final result in writing.

### **c. The Tasks of Teachers' in Teaching Writing**

Harmer (2004, in Fahmi 2016), stated that in writing in the world of education it is very important for students to explore the material and assignments that have been given by the teacher, and the teacher must help students to be able to write well and clearly. Here are some of the tasks of teachers to help their students as follows:

#### **1) Demonstrating**

Here the teacher is required to be able to draw some characteristics of the genre of written text that will be made. Thus, the teacher must make a daily schedule, which can help students understand the tasks that have been given, such as in the use of the past tense, such as recount text and narrative text.

#### **2) Motivating and provoking**

In this case the teacher can provoke them to be able to have ideas when they write. Teachers can give confidence to students how fun it is when writing or regarding other things. By using a daily journal, students will feel more pleasure in developing their school assignments such as writing assignments.

### **3) Supporting**

Providing support to students is a small thing that students always need. Here the teacher helps and provides certainty when they start, both by providing ideas, and also the intention in implementing them. However, there is still a daily journal, with a student daily journal it will be helpful to make it easier for students to find ideas and also be able to find the meaning they have written.

### **4) Responding**

In this case the teacher can be creative with the content and construction of the work in a supportive manner and provide suggestions to always provide improvements. With the students' daily journals that they have held in daily practice, teachers can give suggestions in what they write.

### **5) Evaluating**

In this case the teacher will correct what the students wrote. This can take notes by showing that they have written well and also pinpointing where they made mistakes. This is a kind of feedback on student writing. With the student daily journal, the teacher can correct the student work that the teacher has given.

The explanation above shows that here the teacher has an important role in developing students' writing skills. Teachers are facilitators while good teachers are those who can perform these tasks when teaching writing to the fullest. They can provide facilities to students in each of their learning, so that students can develop their writing skills well.



#### **d. Teaching English in Vocational High School**

Vocational school graduates become skilled workers. At this level, students must have good skills in oral and written communication. It aims at teaching English in vocational schools. Activities used in the curriculum must be communicative. Communicative here means that the activity can be a bridge for communication between students and also between students and teachers.

According to Surjono (2017, p. 94, in Hermanto, et al 2018), explained that vocational learning must be managed by carrying out many practical activities according to industry needs. Based on the revised version of the 2013 curriculum, vocational learning is more directed at a balance between theory and practice. There are several adjustments and additional basic competencies that need to be taught to students to increase their relevance to industry needs.

Teaching English in vocational high schools must refer to the study program the students are being taught. English teachers in vocational schools must teach about English which is closely related to students' main subjects. Yoto and Widiyanti (2017, p. 586, in Hermanto, et al 2018), stated that to prepare students to enter the world of work, choose a career, build competence, and equip themselves with useful experience in the world of work.

Therefore, ideally to be able to provide certain knowledge or competencies to vocational students, learning is packaged with certain practical activities where students can do their work repeatedly and continuously so that they can construct their understanding of practical activities where students are fully involved in learning. The purpose of this vocational education.

### **C. Previous Studies**

There are previous studies related to this present study. The first previous research conducted by Annisah (2022), entitled Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 17 Medan. This research uses descriptive qualitative. The data collection technique used were observing, distributing questionnaire, and interviewing. The research subjects consisted of English teachers at SMP Negeri 17 Medan. This study was intended to find out the strategies for teaching writing used by teachers at SMP Negeri 17 Medan. The purpose of this research is find out what strategies were used by the teacher in teaching writing recount text, and then to describe how the teaching strategies were applied by the teacher in teaching writing recount text.

Lubis and Saragih (2022), the title is The Teacher's Strategies in Teaching Writing Descriptive Text at Senior High School. This study uses a qualitative method. Data collection techniques used are observation and interviews. The research subjects consisted of English teachers at An-Nizam Private High School in Medan. This research is intended to analyze the teaching strategy of writing descriptive text, which is used by teachers at An-Nizam Private High School Medan. The purpose of this research is to describe the strategies used by the teacher in teaching writing descriptive text and to know the reasons why the strategies are used by the teacher in teaching writing descriptive text.

The last previous research was conducted by Agustina, Fargianti and Baihaqi (2022), is title teacher's strategies in teaching writing descriptive text at 10th grade of SMA Negeri 5 Kota Serang. This research uses qualitative method.

Data collection techniques used are questionnaires and observation, interview. The research subjects teacher SMA Negeri 5 Serang. The teachers form a group. This study aims to determine the technique demonstration and collaborative writing strategy.. The purpose of this study was these strategies the students can understand the material of descriptive text material optimally, and make the class atmosphere more interesting.

Based on the results of the three previous studies, the researcher stated that the three of them had the same discussion about teacher strategies and teaching writing with this study. This research will be different from the three previous studies. The difference from these previous studies lies in the research variables. In this study, the research variable was teachers at SMK.