

## CHAPTER II

### LITERATURE REVIEW

This chapter provides the theoretical framework and reviewed of related literature on writing strategies. Therefore, this literature review is divided into sections of (1) Writing strategies in learning English, (2) Classifications of writing strategies, (3) teaching writing, and (4) writing process and writing strategies. In line with these, theoretical framework and the restatement of research problems are presented at the end of this chapter.

#### A. Theoretical Review

##### 1. Writing Strategies in Learning English

In learning language, generally learners are involved in the process of gaining and applying the information they received. Moreover, students attend the class with differences on knowledge, socio-cultural background, educational experiences, and personal attitudes toward English language learning (Mohammadi, Birjandi & Maftoon, 2015). Thus, it is important for them to have known the strategies which help in acquiring the language. Strategies are especially important for language learning because they are tools used to develop active learning which is essential for communicative competence. Therefore, appropriate language learning strategies result in improved proficiency and greater self-confidence.

The term strategy comes from the Greek *strategia*, meaning “generalship”. the term strategy was used in the military, and then adopted from

military was used in many different fields. In fact, the term strategy was used to refer to tactics as the enemy was engaged in order to succeed. While for nonmilitary settings, it refers to a plan, step or conscious action toward achievement of an objective (Oxford, 1990: 7-8). According to the dictionary, the term strategy means plan intended to achieve a particular purpose (Oxford, 2008, Learner's Pocket Dictionary). Furthermore, Brown (2000) claims that strategies are specific methods for achieving a particular goal or aim, where each person chooses few of them.

In English as a foreign language (EFL) context, Richards and Schmidt (2002) simply define learning strategies as “the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning” (p.301). While O'Malley & Chamot (1990), present learning strategy as a mean to facilitate the activities of obtaining, retrieving, and storing the new information. Hence, it is more practically to define the learning strategies as ‘specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations’ (Oxford 1990: 8).

In relation with writing strategies, writing strategy is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities” (Torrance, Thomas and Robinson, 2000). Kieft, Rijlaarsdam and van den Bergh (2006) define the writing strategy of an individual as ‘the way that person tends to organize cognitive activities like planning, composing and revising’. In line with it, Okasha & Hamdi (2014) state

that writing strategies are ways of controlling writing process to produce well-organized production with a high quality. These strategies are cognitive and meta- cognitive procedures used to control the production of written language and to solve problems while writing.

Furthermore, Ibraimi (2016) explains that writing strategy is a tool or plan of action the learner develops to achieve his or her goals and objectives in a writing class. Writing strategies are used effectively to help learners to write and to achieve better result as well as helping them to accomplish the goals of writing, namely the awareness on the importance of writing and improving the writing habits. Therefore, the study of strategies is part of a research movement which aims at gaining insight into the mental processes that writers engage in while composing. As Peñuelas (2012) promotes that writing strategies are seen as those procedures employed by the writer with purpose of controlling the management of goals, as the compensation for the limited capacity of human cognitive resources as well as overcoming the problems that they pose.

As writing strategy refers to how the learners employed actions to help them in learning writing, this study attempts to describe the writing strategies employed by the students in the writing process. Therefore, in this study the writing strategies refer to actions employed in writing class that occurred during the stage of pre-writing, while writing and revising.

## **2. Classification of Writing Strategies**

The classification of writing strategies was developed based on varied standards as conceived by different researchers. According to Abas and Abd Aziz

N (2016) in line with the development in L1 literature, research into L2 writing strategies have gradually shifted from cognitive approach to socio-cognitive orientation. In the 1980s, the orientation of research on writing strategies were entirely on cognitive as writing was regarded as a goal-oriented, recursive, cognitively demanding, and problem solving task. While since the 1990s, the social situation, cognitive and communicate activity were the focus of the research orientation which led post-process movement on theory, research and pedagogy of writing.

The categorization of writing strategies therefore was vary as it was depended on the researchers definition on writing strategies. For example, Riazi (1997) categorized composing strategies into three main strategies: cognitive, metacognitive and social strategies. Sasaki (2000) further classified writing strategies into eight main categories, namely: strategies on planning, retrieving, generating ideas, verbalizing, translating, rereading, evaluating and others. The classification of writing strategies are as follow:

a. Category of Writing Strategies (Arndt, 1987)

One of the earliest study on writing strategies is conducted by Valeri Arndt in 1987. She held the investigation on the composing activities of six Chinese postgraduate EFL students as they produced academic written texts in both their first and foreign language. She adopted eight categories to show the students strategies in writing. The strategies are: planning, global planning, rehearsing, repeating, re-reading, questioning, revising and editing (see table 2.1). She has used these categories to code Chinese students' writing strategies. One of her findings is that Chinese students were found to revise word-choice more in the

L2 task than in L1 task. However, they also reported to rehearse word-choice more in L1 than in L2. she attributed this to the students' less ability in try out alternatives and less satisfaction with their decisions in L2 than in L1 due to the feeling of less secure about whether they had appropriate choose.

Table 1 Arndt's Categories of Writing Strategies

<b>Category of Strategies</b>	<b>Definition</b>
Planning	Finding a focus, deciding what to write about
Global planning	Deciding how to organize the text as a whole
Rehearsing	Trying out ideas and the language in which to express them
Repeating	Of key words and phrases - an activity which often seemed to provide impetus to continue composing
Re-reading	Of what had already been written down
Questioning	As a means of classifying ideas, or evaluating what had been written
Revising	Making changes to the written text in order to clarify meaning
Editing	Making changes to the written text in order to correct the syntax or spelling

b. Category of Writing Strategies (Riazi, 1997)

Riazi (1997) studied four Iranian doctoral students of education on their conceptualizations of their writing tasks, their strategies for composing as well as their personal perceptions of their own learning. He summarized their composing strategies between cognitive, metacognitive and social strategies and added a fourth category based on what he observed. The summary includes their definitions, their constituents in the framework of the present research, and the phases of participants' composing processes at which they were observed (see Table 2).

Table 2 Composing Strategies (Riazi, 1997)

<b>Composing Strategies</b>	<b>Constituents</b>	<b>Phase of Composing Process</b>
<p><i>Cognitive Strategies</i></p> <p>Interacting with the materials to be used in writing by manipulating them mentally or physically</p>	<p>Note-taking Elaboration Use of mother tongue knowledge and skill transfer from L1 Inferencing Drafting (revising and editing)</p>	<p>Reading and writing Reading and writing Reading and writing  Reading Writing</p>
<p>Metacognitive strategies</p> <p>Executive processes used to plan, monitor and evaluate a writing task</p>	<p>Assigning goals  Planning (making and changing outline) Rationalizing appropriate formats Monitoring and evaluation</p>	<p>Task representation and reading Writing  Reading and writing  Reading/writing/task representation</p>
<p>Social strategies</p> <p>Interacting with other persons to assist in performing the task or to gain affective control</p>	<p>Appealing for clarifications Getting feedback from professors and peers</p>	<p>Task representation Writing</p>
<p>Search Strategies</p> <p>Searching and using supporting sources</p>	<p>Searching and using libraries (books, journal, Eric, microfiche) Using guidelines Using others' writing as model</p>	<p>Reading and writing</p>

c. Category of Writing Strategies (Sasaki,2000)

Sasaki (2000) investigated EFL learners' writing strategies processes. The study adopted a Japanese L1 research scheme for writing. The finding showed that (1) the experts spent a longer time planning a detailed overall organization before

they start to write, compared to the novices which spent a shorter time in making a less global plan; (2) when the experts had finished their global plan, they did not stop and think as frequently as the novices; (3) the difference in using writing strategy between the experts and novices are showed from their ESL proficiency; (4) the novices had started to employ some of the experts' strategy in 6 months of instructions. Therefore the scheme is interesting since it describes the ESL writing strategies comprehensively. Sasaki's (2000) category of writing skills consists of eleven writing strategies namely: planning, retrieving, generating ideas, verbalizing, translating, rereading, evaluating and others. Each of the categories consists of one to four sub strategies and details definition for each sub categories. (see Table 3)

Table 3. Sasaki's Categories of Writing Strategies

<b>Writing Strategies</b>	<b>Sub Strategies</b>	<b>Definition</b>
Planning	Global planning Thematic planning Local planning Organizing Conclusion planning	Detailed planning of overall organization Less detailed planning of overall organization Planning what to write next Organizing the generated ideas Planning of the conclusion
Retrieving	Plan retrieving Information retrieving	Retrieving the already constructed plan Retrieving appropriate information from long-term memory
Generating ideas	Naturally generated Description generated	Generating an idea without any stimulus Generating an idea related to the previous description
Verbalizing	Verbalizing a proposition  Rhetorical refining  Mechanical refining  Sense of readers	Verbalizing the content the writer intends to write Refining the rhetorical aspect(s) of an expression Refining the mechanical or (L1/ESL) grammatical aspect(s) of an expression Adjusting expression(s) to the readers
Translating	Translating	Translating the generated idea into ESL
Rereading	Rereading	Rereading the already produced sentence
Evaluating	ESL proficiency evaluation Local text evaluation Generated text evaluation	Evaluating one's own ESL proficiency  Evaluating part the generated text Evaluating the generated text in general
Others	Resting Questioning Impossible to categorize	Resting Asking the researcher a question Impossible to categorize

d. Taxonomy of Writing Strategies (Mu, 2005)

Another study was conducted by Mu (2005) on ESL writing strategies. He categorizes the writing strategies into 5 group strategies and 30 writing strategies. The group strategies were developed from theories of ESL writing which combined them to develop more specific classifications. Those group strategies are (1) rhetorical strategies, which refer to strategies used by writers to organize and to present their ideas in writing conventions that are acceptable to



native speakers of English; (2) metacognitive strategies, which refer to strategies used by the writers to control the writing process consciously; (3) cognitive strategies, which refer to strategies used by the writers to implement the actual writing actions; (4) communicative strategies, which refer to strategies used by the writers to express ideas in a more effective way; (5) social/affective strategies, which refer to strategies used by the writers to interact with others to clarify some questions and to regulate some emotions, motivation and attitudes in their writing (see table 4).

Since the classification is developed from the analysis and combination of previous ESL writing strategies classifications which derived from different methods and participants (Arndt, 1987; Victori, 1995; Riazi, 1997; Sasaki, 2000), Mu also observes the limitation of this classification. In line with Hsiao and Oxford (2002), Mu states that this framing ESL classification is impractical due to the different standards for classifications held by the researchers. Another limitation is it is impossible to include all strategies in one classification since they have their own flexibility and complication to individual writers. However, this taxonomy is significant for ESL writing and teaching because of its explicitness and accessibility particularly for novice writers.

Table 4. Mu's Category of ESL Writing Strategies

<b>Writing Strategies</b>	<b>Sub-strategies</b>	<b>Speculation</b>
Rhetorical Strategies	Organization Use of L1 Formatting/Modelling Comparing	Beginning/ development/ ending Translate generated idea into ESL Genre consideration Different rhetorical conventions
Meta-cognitive strategies	Planning Monitoring Evaluating	Finding focus Checking and identifying problems Reconsidering written text, goals
Cognitive strategies	Generating ideas Revising Elaborating Clarification Retrieval Rehearsing Summarizing	Repeating, lead-in, inferencing, etc Making changes in plan, written text Extending the contents of writing Disposing of confusions Getting information from memory Trying out ideas or language Synthesizing what was read
Communicative strategies	Avoidance Reduction Sense of readers	Avoiding some problem Giving up some difficulties Anticipating readers' response
Social/ affective strategies	Resourcing Getting feedback Assigning goals Rest/deferral	Referring to libraries, dictionaries Getting support from professor, peers Dissolve the load of the task Reducing anxiety

e. Category of Writing Strategies (Mistar, Zuhairi, Parlindungan, 2014)

Mistar, Zuhairi, and Parlindungan (2014) revealed twelve strategy categories in developing writing skill. This is based on their research findings conducted to 766 eleventh grade students in East Java, Indonesia. The students were asked to complete a questionnaire of strategies of learning writing skill and a self-assessment. Those strategies are: affective strategies, self-monitoring strategies, imagery strategies, metacognitive strategies, self-evaluating strategies, vocabulary-developing strategies, mental processing strategies, meaning-based strategies, form-based strategies, cognitive strategies, commencement processing strategies, and authentic practicing strategies (see table 5). These strategies were

developed based on learning strategies of Oxford (1990:7-8) and combined with macro and micro writing skill by Brown (2001: 343).

Through these strategies-based instruction Mistar, Zuhairi and Parlindungan (2014) expected teacher to provide opportunities for students to develop their writing skill. When teachers teach writing skill by giving a set of strategies, they are giving opportunity to the learners to become more autonomous, to diagnose their own weakness and strength, and to self-direct the language learning process. Students must see writing as a display of their knowledge which is very useful for their life, not just as a procedural activity done in the class.

Table 5. Mistar, Zuhairi and Parlindungan' s Category of Writing Strategies

<b>Strategy Category</b>	<b>Definition</b>
Self-Monitoring Strategies	it covered strategies which are related to monitoring activities.
Form-Based Strategies	It deals with strategies of thinking about rhetorical steps, the use of language features, and communicative function of any text types, having attention to feedback given by teacher/friend, and having attention to the use of transition signal within paragraph to show unity of idea.
Metacognitive Strategies	It covered activities which involved planning, monitoring and evaluating
Affective Strategies	it dealt with students' personal feeling when writing, such as thinking about their progress in learning, trying to relax whenever they feel afraid of using English in writing, giving themselves a reward or treat when they do well in writing, having clear goals.
Cognitive Strategies	It represents strategies such as finding the meaning of an English word by dividing it into parts, trying to find patterns in English, strategy to make up new words as a change of one word, and strategy to look for word that has similar meaning or use phrase
Self-Evaluating Strategies	include activity such as strategies of having revising to improve the clarity, the style, the content of the writing, strategy to rearrange sentences and paragraphs to make ideas clear, and strategy to check grammar constantly when revising.
Imagery Strategies	concerned with external aid to help improving writing process like using picture or other visual aid to get ideas, ask for example of how to use a word/expression, think about the difference between English and native language, discuss the topic with others, ask teacher or friend to correct mistakes, and make ideas and structures clear before writing

Authentic Practicing Strategies	It mainly deals with the practice of writing, such as writing letters to friends in English, writing a message for friend/teacher in English, writing notes or reports in English, writing for wall magazine, bulletin.
Meaning-Based Strategies	This includes strategies like trying to connect shorter sentence into longer sentence, trying to use a lot of vocabularies, deleting or changing a word, a phrase, or a sentence when the meaning is not clear, trying to make use of complex grammatical structures, and memorizing proverb or beautiful expression to enhance and improve the writing
Vocabulary Developing Strategies	It describes strategies like remembering a new English word by making a mental picture of a situation in which the word might be used, using new English words in a sentence, using the English words in different ways, writing new English words several times, and knowing how to use punctuation when writing.
Commencement Processing Strategies	it deals greatly with planning activity such as jot down a few words and then work up notes into essay, focus on grammar rather than ideas when revising, and write more than one drafts before handing in the final draft
Mental Processing Strategies	It covered four strategies such as strategy to write the main ideas first as a guideline, strategy to write ideas bearing in mind, strategy to write sentences to apply certain rules, and strategy to write new material over and over.

To sum up, some researchers like Arndt (1987), Riazi (1997), Sasaki (2000), Mu (2005) present different classifications of writing strategies. However their classifications are very useful, especially in determining students' writing strategies. In fact, writing strategies help teachers find appropriate strategies for their students in order to encourage them to write and like writing. In addition, these classifications are aimed to help students to easily acquire and develop their writing abilities. Therefore, this study focused on adapting Mu's taxonomy of writing strategies in writing process. Despite its limitations, Mu's taxonomy of writing strategies used to frame students' writing strategies which generated from theories of ESL writing and developed from the analysis and combination of previous ESL writing strategies classifications. As Abas and Abd Aziz N (2016) state that this classification of writing strategies has significant value for the teaching and learning of ESL writing for its clarity and convenience.

### **3. Teaching Writing**

Writing is essential features of learning a language because it relates with using the language in standardized and formal way. Writing include as productive skill in language learning. Elbow (1973) in Brown (2001: 336), defines writing as a thinking process, in which there is a transaction with words as a means to convey what people think, feel and perceive. While Richards and Schmidt (2002 : 592) define writing as the result of complex processes of planning, drafting, reviewing and revising.

Brown (2001:335) elaborates writing as a graphic representation of spoken language. The process of writing involves complex abilities. It focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively in written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Therefore, the written products are often the result of thinking, drafting and revising procedures that require specialized and complex skills.

In short, writing is a complex activities of delivering ideas in formal written text. It requires specialized skills, abilities and complete procedures to produce the written products. Through writing, writers often deal with activity of thinking, preparing, planning, rehearsing, revising and finding alternative and solutions to produce their written product.

#### **a. The process of writing**

In teaching writing, the focus can be on the product of that writing or

on the writing process. When dealing with the product, then it only focus in the objective of the task and in the end product. The product can be the essay, the report, the story, etc. It also concern with list of criteria such as content, grammatical use, organization, vocabulary use and mechanical consideration like spelling and punctuation (Brown, 2001 : 335).

While on the writing process, students are provided with a series of planned learning experiences to help them achieve the writing goals. Brown (2001: 348) explains that there are three stages of writing related to the writing process. They are pre-writing, drafting and revising stages. In pre-writing stage, learners are encouraged to generate ideas by doing some activities such as: reading, skimming/scanning, brainstorming, clustering or free writing. While drafting and revising stages are the core of the process writing. These stages are considered as the important and complex set of strategies, since they are time consumed, need more patience and trained instruction. Some strategies or skill that related with those stages includes free writing, monitoring of one's writing, peer- reviewing, giving feedback, editing, reading aloud technique and proofreading. Furthermore, Seow (2002: 316) elaborates the process writing as a classroom activity concerns the four basic writing stages namely planning, drafting (writing), revising (redrafting) and editing. He also adds another three stages as the external interactions between students and the teacher, the stages are responding (sharing), evaluating and post-writing.

## **1) Planning (pre-writing)**

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In this stage, students generate their idea and gather information for their writing. Seow (2002: 316) promotes activities in this stage, such as group brainstorming, clustering, rapid free writing, and WH-questions. While Birnie (2015:1-2) offers reading selections that contribute to the writer's grasp of the subject; viewing films, DVDs, or pictures that deal with the topic; jot-listing, clustering, or mapping ideas; and talking to other people about the ideas as the activities to promote writing ideas. Thus, through those activities students plan what they want to write, that can be in form of an outline or a list of ideas.

## **2) Drafting**

In this stage, students start to write. They are expected to create a flow of thought, connect ideas into phrases or sentences on paper or from paragraphs to chapters. They are not demanded to emphasize their writing with the correctness or mechanical aspects, it is more important to get the ideas down on paper. It will help students to focus their central ideas that they will use to communicate with the readers and also give them direction to their writing. Seow (2002:317) shows that in relation with the type of text will be produced, an introduction to the subject of writing can be started in this stage to gain readers' attention, for example a short summary of the text, an appropriate quotation, a general statement,

an analogy a statement of purpose and so on.

Moreover, the purpose of this stage is to put words on paper, to create text. Until the text exists, there is no “writing,” no matter how much you have thought about your topic. The result of drafting may be simply a free flow of ideas or it may be a fairly coherent draft (Bernie,2015: 2). In short, in this stage the students already have their ideas completely stated in form of written text.

### 3) **Editing (Reflecting and Revising)**

In reflecting, students read through what they have written to see the whole part of their writing. Harmer (2004: 5) states that in this stage students see their work to find out things such as: the order of information is not clear, ambiguous or confusing sentences, the need of writing a new introduction or even re-order the paragraphs, and also detailed features like individual words grammatical accuracy.

Seow (2002: 317) proposes a responding activity in this stage. The respond can be done by teacher or peers. In responding, teachers give quick respond on students’ drafts. It can be in oral or written form of suggestion and questions. These responds will be helpful for students to revise their work. While responds from peers can be gained from other students in small groups or pairs.

After doing the reflecting and responding, students can start to revise their draft. Revising is done based on feedback from the reflecting and responding activity. Seow (2002: 317) says that in revising students are



not just checking for language errors or editing. They reexamine what was written to see how effectively they have communicated their meanings to reader. The objective of the revising is to improve the content and the organization of ideas so that what they want to deliver are clearly understandable by the readers. Another activity in revising may have the students working in pairs to read aloud each other draft before they revise.

To sum up, in this stage students achieve some suggestions and comments on their work both from teachers or other students. From those feedback, they conduct revising and editing to make their draft better. It can be done by refining word choice, combining sentences, reordering the paragraphs or even deleting some section in their draft. They also begin to pay attention on detail features in related to sentence length, sentence structure and also the convention of language (spelling, punctuation, capitalization and standard usage).

#### **4) Final Version**

The last stage of writing process is producing the final version. In this stage, the composition has fulfill its objective and ready to be sent or delivered to its intended audience. In the classroom context, Seow (2002: 319) elaborates this stage as the post-writing. It concerns with any classroom activity that involve teachers and students in completing the composition. This includes publishing, sharing, reading aloud, transforming the text into stage performance, or just display it in the

notice board. Those activities can help students to improve their motivation in writing. It is very important, since the teacher need to make students engage with writing and feel that they are writing for a very real purpose.

From the description of stages relate with the writing process, it is clearly showed that writing is a very complex and highly individualized process. It involves the students' thinking which is different for every person. It also deals with various activities that demand students to develop their creativity and knowledge in producing a written product. Thus, process writing in classroom is highly structured and well planned especially to give way to a free variation for students during the process in every stages. In this way, teachers are expected to plan appropriate classroom activities to support the learning experiences of writing skills at every stages.

#### **b. Microskills in Writing**

Related to the language teaching, there are four main skills that are categorized as macro-skills. They are reading, writing, speaking and listening. Each of the skills are covered by several micro-skills. Micro-skill is a term sometimes used to refer to the individual processes and abilities which are used in carrying out a complex activity (Richards and Schmidt, 2002: 331). Brown (2001:343) provides several microskills for writing. They are:

- a) Producing graphemes and orthographic patterns of English.
- b) Producing writing at an efficient rate of speed to suit the purpose.
- c) Producing an acceptable core of words and use appropriate word order

patterns.

- d) Using acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
- e) Expressing a particular meaning in different grammatical forms.
- f) Using cohesive devices in written discourse.
- g) Using the rhetorical forms and conventions of written discourse.
- h) Accomplishing the communicative functions of written texts according to form and purpose appropriately.
- i) Conveying links and connections between events and communicating such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- j) Distinguishing between literal and implied meanings when writing.
- k) Conveying culturally specific references in the context of the written text correctly.
- l) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **c. Assessing Writing**

Assessment is considered as one of important aspects in language teaching. When students performance their skills and abilities in learning language then teachers will assess them to know their progress and improvement in learning the language. Brown (2003 : 4) elaborates that for optimal learning to take place, students in the classroom must have the freedom to experiment, to try out their own hypotheses about language without feeling that their overall competence is being judged in terms of trials and errors. In this case, teachers should consider the students' condition in designing the classroom assessment for language learning.

In designing a writing test, one of the considerations that teachers should pay attention on is the purpose of the test. Bachman and Palmer (1996) in Weigle (2002:40) discuss two main purposes of language test. Firstly, language test is

used to make inferences about language ability. Secondly, the language test is used to make decisions on individuals based on the inferences. Since we cannot directly observe a person's language ability, we use his or her responses to test items as data. The data is used to make inferences about the ability that underlies the test performance.

Regarding with the function of a test, the focus of writing assessment is to introduce the notion of performance assessment. Weigle (2002: 46) describes that performance assessment refers to any assessment procedure that involves either the observation of behaviour in the real world or a simulation of a real life activity. In this sense, any writing test that involves actual writing can be considered a performance test, since the written product represents a performance of writing, especially related with the writing process. Brown (2003: 220) discusses four categories of written performance, namely imitative, intensive (controlled), responsive and extensive. Imitative and intensive categories deal with the basic skills in writing, mechanics of writing, appropriate vocabulary, collocations, idioms and grammatical features. In these categories, the primary focus is on the form while context and meaning are of secondary concern.

While, responsive category requires learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Under certain conditions, learners begin to exercise some freedom of choice among alternative forms of expressing ideas. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning. The form of tasks more on pedagogical

directives, lists of criteria, outlines, genres of writing, short reports, summaries, etc (pp. 220).

The last is extensive category. It implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research report or even a thesis. The focus are on achieving objectives, organizing and developing ideas logically, using details to support the illustrate ideas, demonstrating syntactic and lexical variety, and engaging in the process of several drafts to achieve a final product (pp. 220).

#### **4. Writing Process and Writing Strategies**

Writing as productive skill involves complex cognitive process which covers the long term memory activities. Shih-Chieh Chien (2012) suggests that a good writer needs to learn and master several different skills and strategies; for example, he/she needs to learn self-regulatory skills (e.g., the ability to plan writing beforehand and revise writing afterward), and skills that are specific to the actual writing process (e.g., discourse organization). In addition, an effective writer needs to have knowledge about writing (e.g., the intended audience, information about the topic, and the use of a range of sources for ideas). Thus, in writing it is important for students to apply writing strategies in which they use of particular techniques or methods to improve the success of their writing.

In relation with the writing process, Shih-Chieh Chien (2012) also discusses that the during writing there are three main processes, planning, composing and revising. Planning consists of three strategies of generating ideas,organizing, and setting goals. The second part of the writing process, the act

of composing, also referred to as translating. It involves putting ideas into language (text generation) and then into written words (transcription) to create cohesive and coherent texts. Reviewing is the act of evaluating what has been planned or written. Reading and editing are strategies employed during reviewing.

The writing process demand learners to get involved with activities of recalling the stored knowledge, generating ideas, goal setting, organizing ideas and topics, reviewing , evaluating and revising. Therefore, learning strategies are very important in writing since learning strategies to help the learners dealing with the complex activities in writing process. Bloom (2008: 108 - 115) promotes the writing strategies consist of pre-writing strategies, while writing strategies and revising strategies.

#### **a. Pre-Writing Strategies**

Pre-writing stage usually concerns with generating idea, shaping the ideas, refining and organizing ideas. The activities which covered in this stage include discussion, brainstorming, and free writing. Learners usually spend more time in planning what they want to write. Therefore, strategies are needed to help them with time management and complexities of writing. The strategies which covered in these stage are resourcing, elaborating and grouping (Bloom, 2008:108).

Moreover, Bloom (2008) explains that resourcing is an important strategy since learners usually depend themselves on reference materials. In resourcing, learners are demanded to find out more examples of good model of preferred composition to be accomplished. Therefore, learners experience

the learning to seek out and analyze models of writing composition. Thus, they are able to generate and shape their own ideas and start to do free writing (pp. 109).

Elaborating strategy deals with relating new information to prior knowledge (O'Malley and Chamot, 1990: 120). In this strategy, learners are encouraged to activate the background knowledge and apply it to the writing task. Through this strategy, learners experience how to elaborate what they have known, what they want to know and what they have learned in their writing task. Therefore, this strategy is useful for learners to maximize their background knowledge and relate new information with their previous knowledge.

Another strategy is grouping which includes the process of ordering, classifying, or labeling material based on common attributes (O'Malley and Chamot, 1990: 121). In this strategy, learners can experience the creation of semantic mapping. This semantic mapping can help them to generate and organize their ideas. Thus, they can start to establish a tentative structure for their writing.

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

In this stage, learners usually get involved in planning and revising activities. These activities lead them to experience the problem solving behavior. The strategies which are covered in this stage are rereading, substitution and strategic use of the first language (Bloom, 2008: 111).

Rereading usually becomes an extended part of resourcing strategy. According to

Bloom (2008) this strategy benefit for learners since it promotes learners attention to the content of their writing. It encourages the learners to consider the gist of their writing, their intention, the discourse organization, or perhaps on language use . It also may leads the learners to seek out other resources which can be useful as the model of vocabulary use or sentence structure for their writing (pp. 111).

Substitution involves the selecting a revised plan or alternative wording to solve problems in writing (O'Malley and Chamot, 1990: 126). Substitution is strategy than can be used to support the generation and analysis of alternative related to the content of a text. This strategy benefit the learners in raising their awareness and helping their ability to solve problems during the writing process.

The use of first language strategy usually useful in solving problem and managing the process of writing. First language may be used to translate key words or phrases. It helps learners to maintain and focus on the flow of their ideas.

### **c. Revising Strategies**

Bloom (2008: 112) explains the revising stage usually concerns with activities of rewriting, replacing or rearranging the component of existing written product in order to improve the content and linguistic accuracy. Therefore, the revising strategy is usually used between the drafting activities. This strategy aimed to help the learners to focus both on the content and linguistic accuracy of their texts. The strategy that covers in this stage are guided proofreading,



resourcing and recombining.

Guided proofreading deals with activities of rereading their written text by using guided manner and editing their own writing. The guided manner may have specific linguistics features in which learners experience difficulties.

Resourcing strategy usually deals with solving problem gained from guided proofreading activity by turn to other various resources. The resourcing strategy may leads learners to access a model of writing, an explanation of a grammatical rule, or information on vocabulary. This strategy also demands learners to develop skill of evaluating the appropriate and effective resources for their writing.

## **B. Review of Relevant Studies**

In relation with this studies, there are some studies that underlying the use of learning strategies in writing.

The first is a study conducted by Maarof and Murat in 2013. This study aimed to examine strategies used in essay writing. A total of 50 upper secondary school students from a sub-urban area of the state of Selangor in Malaysia were involved in the study. They were divided into two groups based on the English language grade obtained in the national, standardized Malaysian Examination or *Penilaian Menengah Rendah* (PMR) that students sit at the end of their lower secondary level of schooling. Students with grade A and B are categorized as “high-intermediate proficiency”, grade C and below as “low proficiency”. Data from the Writing Strategy Questionnaire indicated that the ESL students were moderate writing strategies users. The while-writing strategies were most

frequently used whereas the revising strategies were least used. All students displayed approximately similar frequency use of strategies. They differed only in the type of strategies used.

Another study is conducted by De Silva in 2015, with the purpose to investigate the impact of writing strategy instruction on writing strategy use and writing performance of a group of undergraduate students following a course in English for Academic Purposes in Sri Lanka. The study used a pre-test post-test experimental research design and the data were collected using multiple methods. The results revealed that the students could be trained to use writing strategies effectively and their writing strategy use and writing performance increased significantly after strategy instruction.

Next is a study by Guobing Liu in 2015, which is conducted in China. It aims at: 1) finding out what writing strategies the student writers used and how frequently the student writers use these strategies in their writing; 2) whether the employment of writing strategies varies with gender difference; 3) what relationship between writing strategy employment and writing proficiency is; and 4) to what extent the first language exerts an influence onto the second language writing. The empirical investigation, by taking use of a questionnaire and a writing test, was carried out among 98 subjects chosen from Grade two at a university in Henan. This study applied a timed writing test and a Chinese writing strategies questionnaire as the instrument for data collection. A significant difference had been found between the male and female students: when compared with male student writers, female employed higher English writing proficiency,

had stronger motivations and clearer attributions of their unsatisfactory writing performance, and performed writing strategies much better. Frequency of writing strategy use varied with different writing proficiency. Both high-level students and intermediate-levels employed more writing strategies than the low-level ones, while there was no significant difference in their frequency of employing writing strategies between high-level students and the intermediate ones.

Chen (2011) conducted a study to investigate writing strategies used by Chinese non-English majors, the correlation between writing strategies and writing achievements, and the predicative power of writing strategies for writing achievements. The results indicate: (1) Ranked in terms of total frequency, stage strategies used by the subjects are while-writing strategies, pre-writing strategies and revising strategies; (2) Pre-writing strategies and revising strategies positively correlate with students' writing achievements; (3) Writing strategies as a whole have certain predictive power for writing achievements.

Al Asmari (2013) investigated the use of writing strategies in reducing writing apprehension and uncovering its effect on EFL students' writing achievement. The primary aims of the study were to explore the relationship between writing strategies that EFL university students employ and writing apprehension, relationship between writing strategies use and students' writing achievement, and differences between high and low writing anxiety in their writing strategy use. Data were drawn from 198 (68 males and 130 females) EFL-major university students. The participants were asked to respond to a Writing Anxiety Inventory (SLWAI; Second Language Writing Anxiety Inventory)

(Cheng, 2004) and to complete a Writing Strategies Inventory (Petric & Czarl, 2003). Correlation, t-test, and ANOVA analyses were used to determine relationships between writing strategies and writing achievement and between students of high and low anxiety. The results of the study calls into question the common assumption that some of the Saudi undergraduates' writing apprehension is pertinent to writing achievement. The results indicated that students with low writing anxiety were more users of writing strategies than the high anxious ones. Moreover, a significant negative correlation was found between students' writing apprehension and their writing achievement.

Arifin (2017) also conducted a study on writing strategies use. He investigates the writing strategies and the predominantly strategies used by four Indonesian graduate students when writing in L2 (English). They were divided into 2 groups, skilled and less skilled writers, to examine what strategies they applied when writing. The main instrument of this study is Think Aloud Protocols (TAPs). He found that (1) both skilled and less skilled writers used varied strategies. However, the frequency of using each strategy was different. Skilled writers used each strategy in high frequency. On the other hand, less skilled writers only used each strategy in low frequency, while skilled writers understand the recursive nature of writing. (2) Skilled writers used reading and rereading strategies in high frequency for several purposes: revising and editing the text, developing ideas, and getting new ideas, while less skilled writers rarely used those strategies. They wrote whatever ideas came into their mind, and reread the text once in a while.

In Indonesia context, a research by Mistar, Zuhairi and Parlindungan was conducted in 2014. The research addresses three research objectives: (1) to identify learning strategies of writing skill used by senior high school students in Indonesia, (2) to measure the extent of use of the strategy categories, and (3) to study the differences in the use of the strategies by successful and less successful learners. The subjects of the study were 766 second year senior high school students in East Java, Indonesia. They were asked to complete a questionnaire of strategies of learning writing skill and a self-assessment. The results of the data analysis using Principal Component Analysis yielded twelve components with an initial eigenvalue greater than 1, explaining a cumulative variance of strategies 57.68%. The component matrix was rotated using Varimax with Keiser Normalisation Method and the resulting factors were then treated as posteriori strategy categories and named self-monitoring, language-focusing, planning, metacognitive affective, cognitive compensation, self-evaluating, social process-focusing, authentic practicing, meaning-focusing, vocabulary developing, metacognitive commencement, and mental processing strategies. All of these strategies were used at the moderate frequency level. Finally, successful learners reported using the strategies more frequently than less successful learners did.

In conclusion, various studies have shown the use of writing strategies in learning writing and its effect on students writing proficiency. However, those studies focus more on general strategies in writing. Therefore this study is aimed on describing the writing strategies based on Mu's taxonomy of writing strategies s which applied in every writing stages (pre-writing, while writing and revising).

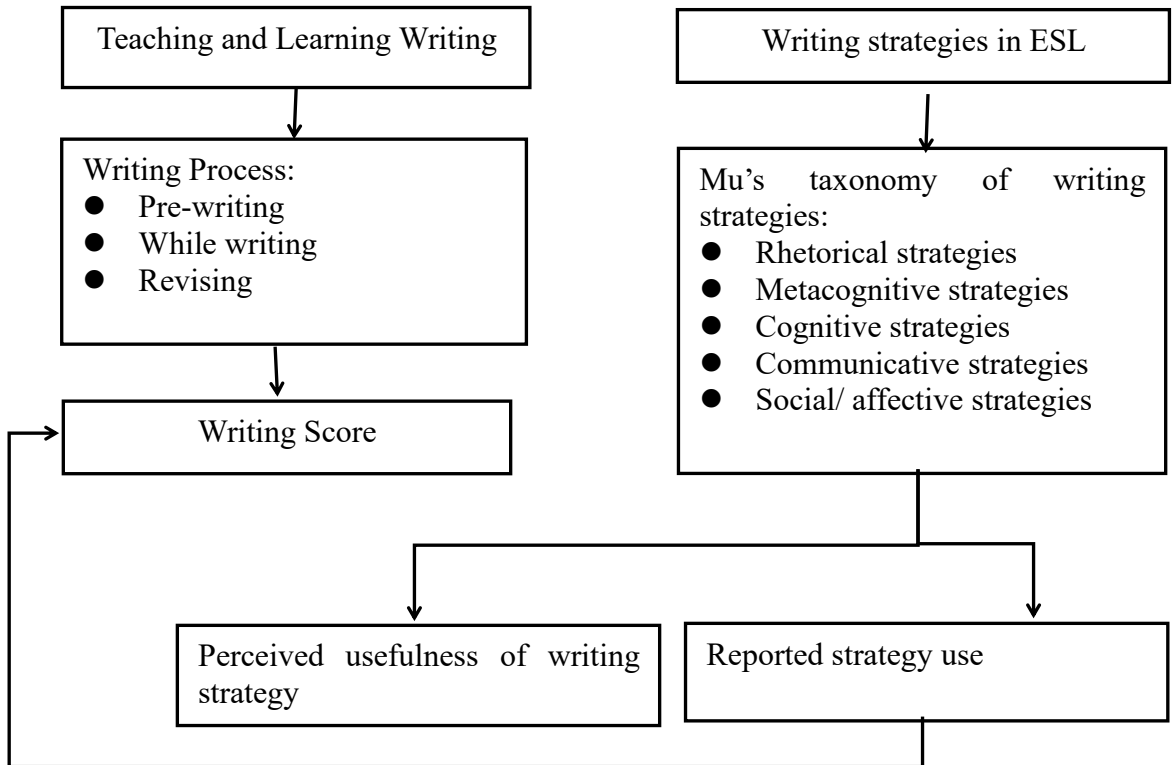
Moreover, this study also will describe the students perception on the usefulness of those strategies in their learning activities.

### **C. Conceptual Framework**

The great shift in language learning has lead to the learner-centered activities in the classroom (Nosratinia, Savey, Zaker, 2014). It demands the learners to experience the learning process with their own. As in Brown (2007:133) mentions that good language learners find their own way and taking charge of their learning, as well as make their own opportunities to practice in using the language inside and outside the classroom.

Related with learning writing, the development also has shifted from product oriented approach to a process-oriented approach (Abas and Abd Aziz N, 2016). Product-oriented is focused on the final piece of the writing, as the reflection for students' fluency and proficiency in using the target language. While the process oriented approach emphasizes on variety of classroom activities in order to encourage the use of language proficiently. Therefore, the students need to apply writing strategies which able to assist them experiencing the writing process. Writing process is a private activity generally known consisting of "four main stages: planning, drafting, revising and editing" (Seow, 2002, p. 316). Whereas, Shih-Chieh Chien (2012) also discusses that the during writing there are three main processes, planning, composing and revising. It is in line with Bloom (2008) which presents the process of writing into pre-writing, while writing and revising. Thus, in this study the writing strategies refer to actions employed in writing class that occurred during the stage of pre-writing, while writing and

revising.



**Figure 1.** The Conceptual Framework of Students' Writing Strategies in Learning Writing

The framework for this research is this study is aimed on describing the writing strategies based on Mu's taxonomy of writing strategies. The strategies were identified in every writing stages: pre-writing, while writing and revising. Beside the reported strategy use, the perceived usefulness of writing strategies were also described. The study also attempts to determine whether students of different proficiency levels employ different strategies in the three stages of writing: prewriting, writing and revising.

Writing strategies involve the use of particular techniques or methods by the writer to improve the success of their writing. Teaching should be involved in

every stage of this writing process and not just the end product. This involves the teacher in aiding the learner in the initiation of ideas, helping to plan and organize those ideas and then in expressing those ideas. Learners should be made aware of and encouraged to use the techniques of successful writers when revising their work. However, by identifying strategies that follow the process approach to writing, students also benefit in developing their motivation in learning the language. Therefore, knowing the most frequently use and the usefulness of those strategies help the students in motivating themselves in learning writing.

#### **D. Research Questions**

1. How are the writing strategies employed by students in every writing stage?
2. What are the differences in writing strategies preferred by male and female students of Muhammadiyah University of Kendari ?
3. What are the differences in writing strategies preferred by high and low proficiency students of Muhammadiyah University of Kendari ?
4. How do students perceive the writing strategies usefulness in every writing stage?
5. What are the differences in writing strategies usefulness perceived by male and female students of Muhammadiyah of Kendari?
6. What are the differences in writing strategies usefulness perceived by high and low proficiency students of Muhammadiyah University of Kendari ?