

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definisi of Writing

Jack C. Richards (2021, p. 194) There is no doubt that writing is the most difficult skill for EFL learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. EFL writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Suvin (2020, p. 8) claims that the influence of genre has on the writing process. Thinking of this sort, but thinking with a particular audience and

set of circumstances in mind. Contrary to Dewiratna (2020, p. 67), writing exercises must be regularly practiced since mastering writing abilities is extremely advantageous for students to a higher degree and can be equipped with social life skills from the community and respond to future obstacles.

According to Yunus (Hatmo, 2021: 1) explains that writing is an important aspect of language skills, writing is an activity of self-disclosure of a writer in a piece of writing with the aim of making an activity report. Writing is a very complex aspect of language skills. Writing is considered complex because it is the estuary of other language skills and still requires adequate language skill support. In line with the opinion of Bell and Burnaby (Hatmo, 2021: 3) which states that writing is a complex cognitive activity

because writers have to adapt many variables at once.

Furthermore (Lisnawati et al., 2019) writing is an activity of expressing ideas or expressed through certain symbols that are understood. According to (Eser & Ayaz, 2021, p. 127), reading is very important for the development of writing skills, and writing skills must be developed through continuous reading, discussing and reviewing what is written, and using various techniques of expression.

Writing is an activity where a person is able to express all feelings and things he feels through writing. Writing is a way of communication that humans can use to hear, read, and talk to each other. When writing activities take place, a writer must be able to master vocabulary and language structures. A writer does not just write what comes to mind, but also arranges situations and

conditions so that readers are interested in what they write. For this reason, writers need practice so that their skills can develop properly.

From the various opinions that have been described, it can be concluded that writing is a directed and conscious human activity to express ideas, thoughts, or experiences in written form systematically in logical sentences so that other people can interpret the meaning to be conveyed in writing, according to the author's purpose.

2. Characters of Writing

Brown identifies a number of features that distinguish written language from spoken language. These qualities are listed below:

- a) Performance: It takes a lot of time to design, edit, and revise a piece of writing before it is complete and ready for publication.

- b) Distance: The written word enables communication across both physical and temporal distances. The reader's task is to decipher language from a different period and place using just the written words themselves as context cues.
- c) Orthography, the use of orthography to transmit messages because orthography supports the use of stress, intonation, tone, loudness, and pauses in speech. For instance, the word "exclamation point" is used to express surprise. Use a question mark to indicate a query.
- d) Complexity, writing and speech all express different sorts of complexity, with the character of the sentence being the most obvious distinction. In spoken language, coordinating conjunctions are used more frequently to connect shorter sentences,

whereas in written language, subordinate clauses are lengthier and more prevalent.

- e) Vocabulary. Although spoken English employs fewer lexical items than written English does, spoken English does use a greater diversity of lexical items. Low-frequency terms typically exist in writing because they give the writer more time to think, because the writer wants to write precisely, and just because writing follows formal standards.
- f) Formality – Writing is generally more formal than speaking. The conventions to be adhered to when transmitting written messages are referred to as formality. The language characteristics of this article will be used as a guide when creating the grading rubric. English teachers can help their students produce high-quality written

works in English as a Second Language based on the quality.

3. The Purpose of Writing

Every writer projects something about himself in his writing. The writing style is always colored with a tone that is in accordance with the wishes of each author, so that the author's condition is still reflected in the actual composition. Writing should aim to produce descriptions and information that readers can find. Before writing activities begin, the purpose of writing can be determined by the writer.

According to Simarmata (2019: 5), writing has many purposes, namely to provide information to readers, entertain, and change the reader's perspective through an essay. The main purpose of writing is to convey the message that has been written by the author to the reader in order to understand the intent and purpose of writing. A

good writer is someone who can take advantage of circumstances and situations.

Writing also aims to provide information about something in the form of facts, events, opinions, views, or data to readers. So that readers get new insights and knowledge from his writings. Good writing is writing that has purpose and direction. If writing is only to carry out obligations or complete assignments, it cannot be said that the true purpose of writing is.

Helaluddin and Awalludin (2020: 6) reveal several objectives, namely:

- a) Informational or Informational Purposes

Magazines or newspapers are one type of writing that aims to provide information that is very suitable for use. Magazine and newspaper writers write their texts to tell about issues or

topics that are appropriate for giving to readers. Writing with this aim is not another hidden purpose, only to convey information as it is.

b) Assignment Purpose

Students should be able to write for this purpose. This goal is deliberately intended for the tasks set by the lecturer or teacher. This can be an essay, paragraph or term paper.

c) Aesthetic Purpose

Writing that has an aesthetic purpose is usually created and written by the author. Writing with this aim requires the author's expertise in choosing and using words (diction). The better the writer uses language style, the better the aesthetic value that can be added to the work.

d) Creative Goals

Writing with a creative purpose is not much different from an aesthetic one. However, there is a fundamental difference, namely in the development of writing substance. Writing with this aim has writing substance related to characterizations, storylines, and other aspects. Creative writing actually leans more towards writing prose and poetry. The author must use his imagination to create masterpieces with different tastes and extraordinary taste.

e) Consumptive Purpose

Writers and writers no longer only think about the purpose of self-existence but also turn to consumptive goals. This is supported by the

increasing interest and desire of the community in reading.

From the several purposes of writing, it can be concluded that writing aims for readers to know, understand, and understand the values of readers contained in a writing so that they can participate in thinking, arguing, or doing something related, to the writing content.

4. Benefits of Writing

Writing is a need that has special advantages, because through writing complex problems can be explained clearly and systematically. Written works have stronger concrete evidence. In addition, writing also has permanent properties because it can be stored, easier to learn, and observed slowly and repeatedly. Writing activities require various skills to make writing easier to read and understand its contents. At first, the

writer had many ideas that he wanted to incorporate into his writing. Even though technically it follows several demands and criteria, the resulting writing style is very dependent on the author's expertise in constructing the author's ideas.

Helaluddin and Awalludin (2020:5) argue that writing has several benefits, including:

- a) If you do more writing activities, a writer can learn more about the potential and abilities that need to be developed.
- b) The author's ideas can be developed according to logical abilities.
- c) Can develop relevant knowledge and facts.
- d) Writing can give birth to new ideas.
- e) Writers can also increase their sense of objectivity through writing activities.

- f) With writing activities it can help to solve a problem.

5. Function of Writing

As a language activity, writing has the following functions Yunus (Simarmata, 2019:6):

- a) Personal (personal) function, namely the expression of attitudes, feelings of the culprit, or thoughts expressed through diaries, letters, and others.
- b) Instrumental (directive) functions, namely functions that can influence the opinions and attitudes of others.
- c) The interactional function is a function that states that social relations are established between people.
- d) Informative function, namely the function to convey information related to science.

- e) Aesthetic function, to manifest or express an aesthetic sense (beauty).

6. Process of Writing

According to Yanah Mulyanah (2021, p. 4), there are four essential steps that writers must do in order to create a piece of literature. Since the goal of writing exercises is to stimulate students' thoughts, they are (a) preparing to present writing learning experiences akin to brainstorming with the intention of inspiring and motivating students to write. (b) drafting, during which students focus more on the flow of their writing and write without worrying about its accuracy. During the writing process, they should pay close attention to the content and significance of the assignment. Additionally, individuals can feel driven to share their message with different groups of people, such as their friends and classmates. (c) Editing

(reflecting and revising): After completing a draft, writers usually read over their work to determine what went well and what didn't. It's possible that the information's order is unclear. (d) Final version: Authors create a final version after editing their draft and making any changes they see fit. Because of a change made throughout the editing process, it could seem very different from the initial concepts and early drafts.

To assist students in mastering particular writing skills, there are a variety of relevant learning exercises at each stage. By giving students tasks like brainstorming and grouping throughout the planning stage, teachers can assist students in developing their writing skills in coming up with ideas. The following describes the expected writing activities for students. Even while the writing process, which entails planning, drafting, revising, and editing, takes less time, it is still

improved. Students who internalize the writing process do better on "on demand" or timed essays.

7. Indicators of Writing

There are five indication components in writing, according to (Hasibuan & Handayani, 2019, p. 23): content, organization, vocabulary, syntax, and mechanics.

a) Contents

There are at least those who contend that composition has only one primary objective, namely that it must have unity, coherence, and continuity and must be sufficiently developed by paying attention to its components. They also contend that the writing's contents must be easily discernible to the sight. so that readers can discover and receive knowledge about the

message being transmitted from other readers.

b) Organization

To organize the text in question, these principles or sequences are written in a systematic and orderly manner. Coherence, meaning-order, general to particular, specific to general, and chronological order from beginning to end are all components of written organization.

c) Vocabulary

Dictionary use is crucial since proficient language use frequently follows proficient writing, whether it be specialized or scientific writing. Writing requires a certain amount of vocabulary. The lexicon is continually being changed to convey messages.

We struggle to decide what is necessary to correctly structure the work and enable the reader to grasp it since there is a dearth of language.

d) Grammar

Grammar governs how language is used while writing descriptions and other sorts of writing. Grammar that produces grammar is considered proper grammar. For various goals, we are compelled to pronounce various linguistic components in different ways. Grammar can help kids to speak in a more official manner.

e) Mechanics

Function and capitalization are at least two examples of mechanics in writing. Functions are significant because they enable context clarification. It is

essential to use uppercase letters. They used to be able to distinguish between particular and the list of eleven things. Second, a formal declaration that begins with the pertinent adjective action. This quality is crucial because it enables readers to comprehend or accept the author's point of view more quickly.

B. Writing Strategies

According to Deborah (2010) Writing technique is a crucial step in helping a writer create ideas more easily, especially when writing academically. This is due to the fact that writing is not merely recorded on a piece of paper. Writing in an academic setting can be more difficult. In particular for students learning to write academically in a foreign language like English in an Indonesian EFL context, this process can be exhausting and unpleasant without methods.

The writing process involves three stages: prewriting, drafting, and revising. To be able to see what strategies are used by each writer or student to write, the author is based on the three stages of writing. Because in each of these stages, the strategies used by writers must be different before writing.

1. Pre-Writing

As the first stage in the writing process, prewriting is the stage where students begin to prepare themselves for writing and organize the ideas they want to write about (Bui & Van, 2018; Morris, 2012). This stage plays an important role in writing, especially in keeping students motivated and creative (Mahnam & Nejadansari, 2012; O'Mealia, 2011). The things that are done at the pre-writing stage: 1). Choose a topic, 2). Consider the form, purpose, and audience, and 3). Identify and organize ideas.

At this stage, students prepare themselves to write; they think about the purpose of writing. For example, whether students will write to entertain, inform, clarify, prove, or persuade. According to (Retno Wulan Dari, 2022), the pre-writing strategies the writer can apply in the pre-writing stage are :

- 1) Making the writing process timetable. In this process, it is used as a tool to control the overall writing schedule so that the writing can be more organized and carried out more smoothly. Scheduling contains the time targeted for the completion of an article or the estimated total time needed to make an article.
- 2) Review the class notes or handouts before writing. This strategy makes it easier for writers to remember important points that

must be written so that the writing does not go off-topic.

- 3) Revise the assignment requirements before writing, so that the author makes the assignment by the provisions; because of that, following the task requirements is important because it includes understanding the topic and word boundaries.
- 4) Discuss what to write. Activities used by writers with others to get new ideas from the same topic.
- 5) View examples of proficient authors' writing. This strategy helps writers understand what they will write by looking at examples of writing from proficient writers.
- 6) Think about what to write. In this strategy, the writer thinks about what to write so

that, during the writing process, there is no confusion or the writing does not go off-topic.

- 7) Record words. In this strategy, the writer records the words using the original language or directly into English.

2. Drafting

Drafting is the process of organizing ideas so that they become coherent. Writers need to organize ideas for writing in the form of an essay outline. Drafting is a series of strategies designed to organize and further develop a piece of writing. At this stage, the writer expresses ideas and notions while paying attention to the language in the essay. The body of the essay presents the topic or main idea of the writing. The main idea in the writing can be clarified with illustrations, information, evidence, arguments, and reasons.

Therefore, the writer will be required to have multiple competencies in language and ideas.

According to (Fajrina, 2021), the drafting strategies the writer can apply in the drafting stage are:

- 1) Start with an intro. In this strategy, it means to be an introduction to a piece of writing. The introduction in question is to guide or help the reader be able to understand the contents of the paper.
- 2) Stop each sentence or paragraph. In this strategy, writers need to ensure that they write essays coherently.
- 3) Re-read what has been written. In this strategy so that after the writer re-reads his writing, he can get an idea of how to continue his writing.
- 4) Simplify writing. This strategy simplifies writing to make it simpler and easier for

readers to get information from what is written.

- 5) Write in your native language, then translate it to English. This strategy makes it easier for writers to argue in the writing they want to do without fear of a lack of vocabulary because writing uses their native language.
- 6) Check grammar. In writing, grammatical errors usually occur, and in the writing process, there is something called a grammar check to make it easier for the reader to understand the writing.
- 7) Using a dictionary. In this process, the author uses a dictionary to translate writing, and the dictionary used can be bilingual or monolingual.

3. Revising

The last stage is revision, which is a procedure for refining or correcting the writing that is being done. Revision is a series of strategies designed to review and reassess the choices that have led to a piece of writing. Once the preliminary draft is complete, the writer should revisit the writing and determine what actions seem most productive. This revision process can be a global revision, which is a re-creation of the feel of the writing, or a local revision, which is a refinement of small elements in the completed writing.

According to (Retno Wulan Dari, 2022), the revising writer can apply in revising stage are :

- 1) Check if the essay meets the writing requirements. This strategy is the same as the strategy at the prewriting stage, where the writer pays attention to the task requirements before writing so that the writing meets the requirements.

- 2) Discuss writing with friends. In this process, the writer compares the writing with friends, then discusses if there are any comments related to the essay.
- 3) Make changes to the content based on the results of the discussion. When there is a change from the results of the discussion, the writer can change it, be it structure, content, spelling, or punctuation.
- 4) Consultation with teachers/ lecturers. In this process, the author appreciates feedback from lecturers to improve their writing.

4. Overall writing

Writing technique is a crucial step in helping a writer create ideas more easily, especially when writing academically. This is due to the fact that writing is not merely recorded on a piece of paper.

Writing in an academic setting can be more difficult. In particular for students learning to write academically in a foreign language like English in an Indonesian EFL context, this process can be exhausting and unpleasant without methods.

The emphasis in the writing process, according to Tompkins & Hoskisson (1991:212), is on what is felt, considered, and carried out during the process. According to Hairstone (1997:31), the writing process is divided into four stages: (1) preparation; (2) incubation; (3) illumination and execution; and (4) verification. The primary steps of writing using the process approach are shown in the following table.

Table 2.1 The writing process approach modeled by Gail E. Tompkins (2010:52)

STAGES OF THE WRITING PROCESS	STEPS IN THE PROCESS APPROACH
Step 1: Prewriting	<ul style="list-style-type: none"> -Choosing a topic -Determining the purpose of writing -Identifying the genre of writing -Recalling ideas for writing ideas
Step 2: Drafting	<ul style="list-style-type: none"> -Organising ideas and defining a thesis -Writing according to the draft -Developing writing ideas and correcting language mechanics.

Step 3: Revising	<ul style="list-style-type: none"> -Reread the writing according to the concept -Discussing the writing in the group -Make changes to the content based on the results of the discussion -Consult with the teacher/lecturer
Step 4: Editing	<ul style="list-style-type: none"> -Read and revise according to the draft -Identify spelling and punctuation errors -Consult with a tutor
Step 5: Publishing	<ul style="list-style-type: none"> -Print out the revised writing -Discuss and seek feedback from the audience.

Tompkins and Hoskisson (1991:211) state the focus in the writing process is on what students think and do as they write and the five stages are prewriting, drafting, revising, editing, and publishing. The point is that the process approach in writing consists of five stages, namely: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) publishing. Following is a breakdown of the stages of writing using the process approach.

(1) Prewriting is the writing process stage where ideas, difficulties, and information connected to the essay's topic are gathered and organized. The writer's tasks include selecting a subject, thinking about the format, audience, and goal, as well as gathering and structuring ideas. Students discuss, sketch, read, and even write during pre-writing exercises to gather the necessary information. (2) To make writing ideas intelligible, drafts must be

organized. The writer must arrange their thoughts into an outline before writing. The writer uses the outline to get ready before writing. (3) The process of refining or enhancing writing is called editing. Here, editing entails enhancing both content and mechanical aspects. Because it involves textual and contextual adjustments, editing is more difficult. (4) Revising is the process of fixing errors in an essay by the author or another person. The main goals of revision are to change the essay's structure and content to better meet the needs of the reader. (5) Publishing is the act of conveying information or messages to others through writing. Depending on the target audience, the publication medium may be either print or electronic. Essays that students have amended might be published by sending them to print media or newspapers or by putting them to blogs.

C. Non-English Major Students

In Indonesia, English is compulsorily taught in secondary schools and generally continues to be taught at the tertiary level. In higher education, English is the first and most important foreign language that must be mastered by members of the academic community, especially students, to communicate and read and understand literature written in English.

English is a compulsory subject taught at the university level as a provision for students to be able to understand the majority of lecture literature in English and be able to compete in the global era in the world of work when they graduate or continue their studies to a higher level. With these big goals, students are required to master the four main skills in English, namely listening, reading, speaking, and writing.

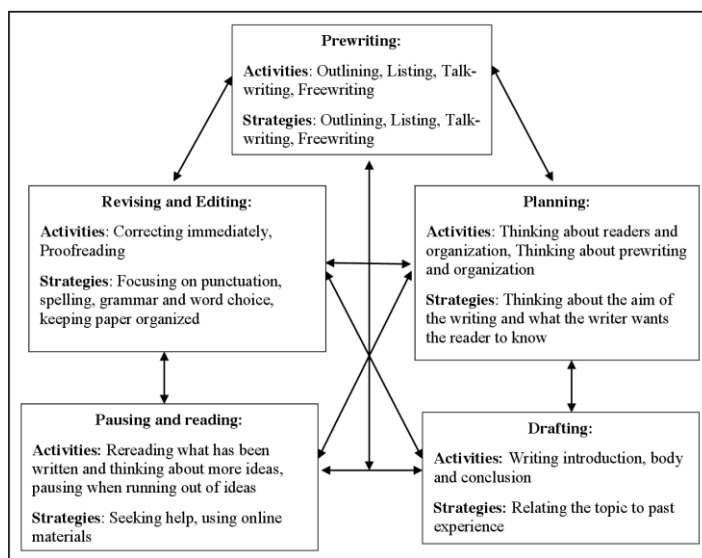
To achieve this mastery of English, students, in this case, students who are not English majors (non-English Department), are given a general basic English course for one (1) semester using a syllabus and textbook

specifically designed based on the discipline of each department in the faculty.

D. Conceptual Framework

According to Abas and Abd Aziz (2018), the model of the writing process and writing strategies (Figure 1) shows the participants used numerous strategies at each stage of the writing process such as prewriting stage, outlining, listing and freewriting. Five stages were found in the writing process; 1) prewriting, 2) planning, 3) drafting, 4) pausing and reading, and revising and editing which consisted of different strategies (Abas and Abd Aziz, 2018).

Figure 2.2 Writing Process and Writing Strategies Model Proposed



Note: Data derived from Abas and Abd Aziz (2018)

According to the above writing process start at the prewriting stage such as outlining, listing, talk writing, and freewriting were used. The learners continued with the planning stages and strategies such as captivating the reader into concerns. Then, the drafting stage, where the learners started to draft their ideas or points into a paragraph besides strategies such as linking the topic to previous experience happened at this stage.

Next, the pausing and reading stage occurred when the learners silent for a moment to read what they had written and when a lack of ideas while strategies such as

seeking help and using online material were used at this stage. Besides, revising and editing occurred when they paused and read, strategies such as focusing on the process of writing and text arrangement that required addition and removing ideas to be completed at this stage (Abas and Abd Aziz, 2018).

Writers regularly use the process of pre-writing, drafting and revising, pre-writing has improved the teaching of a structure by planning for the writing process effectively (Flower & Hayes, 1981). The other phases of planning stages of the Hayes and Flower writing model include organizing by generating procedure into writing and it is also including constructing information in an organized, and logical (Peng et al., 2013).

E. Previous Studies

As part of the research process, the author refers to prior work in order to improve the theory that underlies the evaluation of the research. According to earlier research, the author was unable to locate any studies with

the same title as the study paper. However, the author reviews a number of publications as references to enhance the research content. The following are some reviews of earlier studies that are connected to the author's research. These past investigations serve as the foundation for current research.

The first study by Dian Fajrina, John Everatt, and Amir Sadeghi (2020), "Writing Strategies Used by Indonesian EFL Students with Different English Proficiency". It may also be helpful for other English language learning contexts. This article seeks to inform Writing courses in English Language Education departments in Indonesia. This study looked into the writing techniques employed by 135 undergraduate EFL students from Indonesia who spoke various levels of English. The data analysis revealed that the majority of students used 15 of the 38 techniques mentioned in the questionnaire. The findings also revealed no discernible

variation in the selection of strategy for students with high and low levels of English proficiency. However, there was only a slender positive link between the individuals' writing quality and the amount of their vocabulary.

Secondly, Harwati Hashimb, Melor Md Yunus (2019). "Successful ESL Learners' Use of Strategies for Writing Skills" This study sought to identify ESL teaching methods for improving the writing abilities of low-level high school pupils. The study employed a quantitative methodology with 15 accomplished language students from public schools. According to the results, reading, drafting prior to writing, and utilizing dictionaries to pick up vocabulary were the most crucial tactics employed by successful language students. This study offers information about potential tactics that can be spread to all upcoming language learners.

Kalaivaani Aluemalai and Mahendran Maniam the third (2020), "Writing Strategies Utilised by Successful and Unsuccessful Esl Undergraduate Students in Writing

Classes". This study looked at the writing techniques used by college students taking ESL writing courses. Prewriting strategies, writing strategies, and revision strategies are the three tactics that make up the writing process. In particular, the goals were to: (1) look at the writing process preferences of successful and unsuccessful ESL students. 50 undergraduate ESL students from Universiti Pendidikan Sultan Idris (UPSI) were sampled for this cross-sectional study. A standard questionnaire modified from earlier studies was used to examine three writing process strategies: prewriting, writing, and revising. Software from the Statistical Package for the Social Sciences (SPSS) was used to examine the data that were obtained. This study's conclusions show that ESL students favor planning tactics over writing and rewriting strategies. In the meanwhile, the results of this study will have a big impact on how ESL undergraduate students write. This study's

contributions, constraints, and implications are also examined.

Lastly Retno Wulan Dari, Eva Rahmawati, Suvi Akhriyah (2022). "Analysis of Writing Strategies Used by English Department Students" The types of writing strategies being used by students and the stage at which they are most likely to be used are the main subjects of this study. To gather information on the types of writing strategies utilized, their frequency of usage, and the phases of writing they employed, 125 freshmen were given a questionnaire adapted from Petric & CzárI (2003). The gathered data was then used to undertake descriptive quantitative analyses. The findings indicated that the majority of freshman used writing methods somewhat, with the Writing Moment being the stage when students tended to do so, followed by Pre-writing and Revising Writing. These findings have consequences for how learning instructions for academic writing should be developed, notably for the Pre-writing and Revising

Writing phases, which call for the development of writing techniques. To enable generalization to a wider audience, which was not possible with the current study given the limited usage of instruments and people involved, additional research is also required using various data collection methods and instruments.

It is adequate to describe the writing strategy research to pinpoint pupils' success or failure. However, based on some of the aforementioned research findings, the researcher seeks to set himself apart from earlier studies. The subject of the study and the issues that should be looked into first vary. This study, the research focus is "Comparing Writing Strategies Used by High Vs Low Achievers Students of Non-English major in UINFAS Bengkulu (A Descriptive Quantitative Research)".