

## II. LITERATURE REVIEW

This chapter presents literature review related to the research problem. Therefore, a number of relevant topics are reviewed here; they are concept of writing, concept of learning writing, strategies, writing strategies, and concept of Thinking-Aloud.

### 2.1 Concept of Writing

Walters (1999:90) states that writing is a complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. certainly, without all of these elements, it is difficult to write in a good composition of this language skill.

A writer must achieve good spelling, grammar, vocabularies and mechanics in order to organize a good composition. He must have known how to arrange some letters to create a word. If he has bad spelling he will make a disorder word which cannot be found in the list of vocabulary. For example a writer wrote *ceff* when he wanted to tell about *chef*. Of course, the reader got a confusion reading the composition.

The above problem also probably happens if the writer does not master the grammar, diction and punctuation. The reader will be confused when a composition has bad grammar. The reader can think different time event when a story is created without considering the time signal. For example, a writer created a past event story but he wrote it in the future form. The reader would think the story have not happened yet.

In the diction aspect, a reader will be bored easily when reading a composition which has similar word used for many times. For instance, a writer created a paragraph about shopping.

I hate shopping. My mother always asks me to shop. She asks me to carry all of heavy bags. I ask her to stop asking me to accompany her but she does not want to. I do not know why mother love to ask me.

From the paragraph above we can observe that the use of *ask* is repeated for five times. The word which is used frequently in a paragraph does not give impression to the reader. The word *ask* should be change by using *request*, *demand* and *command*.

The reader also will get difficulty in reading a composition if the author put inappropriate punctuation in his writing. Takes for example the reader must take long breath if the writer did not put a *comma* in a long sentence as you can see on the following sample.

*A reference book is really important for college student if each student does not have book they will not study effectively. They will come to the class with the empty head while the lecturer telling many things the student will be only a passive learner who always listen what the lecturer said rather than trying to find the proof of the lecture.*

The reader will be easier to read a paragraph which is given an appropriate punctuation. As follow:

*A reference book is really important for college student. If students do not have book they will not study effectively. They will come to the class with the empty head while the lecturer telling many things. The students will only be a passive learner who always listen what the lecturer said rather than trying to find the proof of the lecture.*

Writing enables the students to describe their ideas in sequence and in communicative way. Raimes (1983:3) states that writing also involves a systematic way of thinking. In addition, the close relationship between thinking and writing makes writing a valuable part of any language course.

Ellis (1990:93) asserts that people generally write either to communicate something to other people (writing is a meant to be read by others), for example: when a person writes a letter and sends it to the others, or to be used for their own personal use (the writing is not usually meant to be read by other), for example: when a person writes his experience in his diary.

Writing is an instrument of both communication and self expression. In other words, writing can be used to deliver messages from the writer to the reader. Writing is also used as a media to express our thought or mind.

Writing is a continuing process of discovering how to find the most effective language for communicating one's thought and feelings. Writing also enhances language acquisition as learners experiment with words, sentences and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

From the statements by experts above, it can be inferred that writing is a way of searching for an effective way to express someone's feeling or thought. Furthermore, in writing the students are also required to use their ability in combining words, sentences and grammar, so that, they can communicate their ideas effectively. In this way, when writing the students involve parts of speech including the use of adjectives correctly.

### **2.1.1 Concept of Learning Writing in English**

Rivers (1983:249) comments that writing in a simple form, may be just a narration, copying in its conventional graphic form, something already written or reproducing in written form, something which has been read or heard. In its most highly developed form, writing refers to conveying of information or expression of the original ideas in a conclusive way in the new language. We call this expressive writing or composition. Therefore, writing is a productive and expressive skill. In the process of writing the students should use language structure and diction. Besides that, in writing we need much exercise and practice regularly.

From the explanation above, the writer would like to assert that writing is a process of rendering information by using a conventional graphic system to express idea, thought, and feeling which are arranged in the words, sentences, and paragraphs correctly based on English grammatical arrangement. Here, the student uses his eyes, hands, brain, and knowledge to perform his writing well.

In the teaching learning process, language consists of four skills, they are listening, speaking, reading, and writing (Tarigan, 1981:1). The position of writing skill is in the last skill. It means that writing is a part of the subject which is difficult because in writing we need special aspects of language, for instance: diction, structure, mechanics, and rhetoric.

In order to choose and use the suitable words that can be used in writing, the students should master many words and know how the words are used in writing. This statement means that by mastering how to use it, the result of writing made by students will be understandable to the readers.

According to Schult (1976:58), by mastering the structure in relation to writing skill, the students know the words that should be used and how to correlate them. This is aimed at understanding and comprehending the writing made by the students easily. By learning these skills in writing, the students must practice it in writing.

## **2.2. Strategy**

Strategy is deliberate action or set of procedures that learners select, implement and control to achieve desired goals and objectives in the completion of learning or performance tasks (Manchon, 2001: 48). It can be stated that strategy is a personal trick in facing a problem. A learner has various tricks in solving a problem while they are studying. He can consult their book or friend when he got a difficulty in calculating in one subject. In learning English, he can consult his dictionary when he did not understand an English word.

In the Second Language Acquisition (SLA), strategies are categorized into two types, they are learning strategy and communication strategy. There are some aspects which differ one to another. Learning strategy has its character which distinguishes it from communication strategy. However, both strategies facilitate language learning as the following explanations indicate it.

Learning strategy is a procedure undertaken by the learner in order to make their own language learning as effective as possible (Yufrizal, 2007). It is true that language learners have their own strategies in solving problem they face. They create their solution in learning language.

Mostly, the strategies they use are created by themselves or they copy someone's learning strategy. The learners can find the strategies after getting an experience in their previous problem. Realizing the suitable strategies, students use it for several times for overcoming the next problem. For example a student who understood the meaning of *punishment* by creating derivation. He chunked the word into punish and ment. This strategy is used to solve other vocabulary difficulties such as *agreement* or *statement*. He can also modify others' strategy. For example he created a list of vocabulary which is added by the picture while the trick he got from the teacher is making list.

While learning strategies are the means adopted by the learners to maximize the effectiveness of the overall learning process, communication strategies are tactics used by the non-fluent learner during L2 interaction, in order to overcome specific communicative problems.

Communication strategy can occur both in spoken or written language. In the spoken, it possibly happens when the speaker wants to make the listener understand what he means while the listener gets difficulty to understand. They can negotiate the meaning during the conversation to achieve same perception. On the other hand, a writer does communication strategy during the process of writing. He tried to implement any strategies in order to make the reader understand what he intended in his composition.

In this research, the researcher tried to analyze the communication strategy engaged in the writing process. For the further elaboration about strategy, especially writing strategies, can be seen on the following part.

### **2.3. Writing Strategies**

Regarding writing and strategies, the research which exists is about writing process. The research tries to capture the insight processes of mental in the composing process. Manchon (2001: 48) states that the characters of of writing correspond to the actions and procedures employed by the writer to control the on-line management of goals, compensate for the limited capacity of human beings' cognitive resources and overcome the problems writers pose to themselves.

The process of L2 writing has been a major focus of L2 writing research since the early 1980s (Chen and Hu, 2005). Chen and Hu (2005) add that early studies of the L2 writing process were inspired by developments in L1 writing research.

Many researchers tried to find whether the strategies which are used in the L1 writing and L2 writing are same or not.

Into the 1990s, research on the L2 writing process increasingly focused on the processes of L2 writing, for example, reviewing and revising. While research looking closely at specific aspects of L2 composing process is valuable and allows us to develop an in-depth understanding of these aspects, there is a potential danger of losing sight of the big picture because of a narrow focus. Consequently, studies of specific aspects or sub-process of L2 writing need to be complemented by investigations that take a more holistic approach.

As an attempt to achieve holistic approach, Thinking-Aloud Protocol (TAP) is used as a data elicitation instrument. One of the reasons why TAP is appropriate to know writing process and strategy is stated by Weijen et.al (2009). They said that TAP is one of the best methods for observing the occurrence of conceptual activities such as *planning*, *generating ideas*, and *evaluating*, during the writing process.

The situation above inspired the researcher to investigate the research problem which is reported through this thesis.

#### **2.4. Method of Studying Writing Strategies**

The need to examine the writing process and strategies become the consideration in today's research. Many researches were done to investigate the process of



writing and strategies. The reason occurs after a fair consideration. The research on writing cannot be seen from the achievement only; the process also affects the result of writing. The process orientation also enables the writing teachers see composing as the complex activity which needs more attention.

Chen (2005) lists at least ten researchers did writing process. The demand of examining writing process is getting higher because writing process research can give positive effect on the writing instruction in teaching writing. Hopefully, after knowing the insight of writing, the writing achievement can be improved.

Studying writing process is not easy. There is an aspect which should be considered during the research. It is needed to use a qualified method to get representative data. Bowles (2010) states that one of the method to get complete writing process data is by using Think Aloud protocol (TAP).

Both in L1 and L2 writing research, there are many researchers used TAP as the data elicitation; both at writing strategies research and writing process research. Bowles (2010) informs that at least 13 researches done such as comparing L1 and L2 strategies, L1 role in L2 writing strategies, composition feedback on L2 writing and thought process. She added that this method can give wider picture of writing process which is more than the writing result itself.

Thinking aloud protocol is a method that allows researchers to understand, at least in part, the thought process of the subject as they use a product, device or manual. The researcher observes while the user attempts to complete a defined task. Ideally, the observer only speaks to remind the user to 'please keep talking'.

In addition to categorize verbal reports in terms of temporal space, Ericsson and Simon (1993) distinguish between reports become two types. The first type is non-metacognitive, reports that require the subject to verbalize their thoughts per se. The second type is metacognitive, reports that require subjects to verbalize additional information, such as explanations and justification.

The think aloud is one of the most commonly used methods for collecting data about the composing process. Using this method, writers are asked to verbalize everything that comes to their minds while performing the writing task; these verbalizations are recorded, then transcribed and analysed in a later stage. The data collected from writers' concurrent verbalizations as well as the texts produced by them are think aloud protocols.

By analysing protocols, researchers infer the strategies or behaviours used by writers while performing a specific writing task. Abdel Latif (2009) states that since the early 1980s, some works have been published on using think-aloud method in investigating the composing process. He adds that there are many published works on this such as Cooper and Holzman (1983), Flower and Hayes (1985), Dobrin (1986) and Ransdell (1995).

The samples above have either discussed how to administer the think aloud method and analyze the protocols writers generate or debated its validity and reliability in investigating the composing process. These published works, however, have dealt with the schemes that have been used by researchers to analyze and describe their participant writers' think-aloud protocols.

There are several types of coding schemes in analyzing L2/FL writer's think aloud protocols. Abdel Latif reviewed thirty one coding schemes developed by writing researchers since the mid 1980 for analyzing the think aloud protocols generated by L2/FL writers performing handwritten tasks, e.g. narrative, argumentative, expository, descriptive writing a picture prompt, letter writing etc. there are five types of identified schemes:

- a. Individual strategy schemes derived mainly from Perl's (1979)
- b. Categorical schemes
- c. Attention to aspects of writing schemes
- d. Problem-solving schemes
- e. Language-switching schemes

While the first three schemes can be described as general ones used for analyzing the composing process as a whole, the last two schemes are regarded as specific ones describing a particular aspect of it.

Because the orientation in analyzing FL writer's think –aloud protocols is using a categorical coding scheme that includes a small number of categories representing the main components of the composing process with their subcategories, the researcher used coding scheme for the composing process developed by Wenden (1991) who divides her scheme into three categories: *Planning*, *Evaluation*, and *Monitoring*.

*Planning* strategies can be seen from two aspects; metacognitive and cognitive strategies. The metacognitive strategies relate to writer ability to directly use the language in their writing without giving any reason or explanation about the writing he made. On the other hand, cognitive strategies show the ability of the

writer to clarify the writing they made in the process of composing. The complete information about the classification of the strategies can be seen as follow.

Table 2.1: Wenden's coding scheme of writing strategies at Congjun (2004)

<b>Planning</b>	<p>Metacognitive strategies</p> <ul style="list-style-type: none"> <li>a. Knowledge retrieval</li> <li>b. Decision making (related to world knowledge, rethorical knowledge and linguistic knowledge)</li> </ul> <p>Cognitive strategies used in planning</p> <ul style="list-style-type: none"> <li>a. Clarification strategies (self-questioning, hypothesizing, defining terms and comparing)</li> <li>b. World knowledge retrieval strategies (reading what has been written, writing in a lead-word or expression, rereading the assigned question, self-questioning, writing till the idea would come up, <b>summarizing, and thinking in one's native language</b>)</li> <li>c. Linguistic knowledge retrieval strategies (circumlocution and written rehearsing)</li> <li>d. Resourcing (asking the researcher and using a dictionary)</li> <li>e. Deferral</li> <li>f. Avoidance</li> </ul>
<b>Evaluation</b>	<p>Metacognitive strategies</p> <ul style="list-style-type: none"> <li>a. Reviewing or rereading what has been written</li> <li>b. Identifying the criteria used for assessing the text (usually by questioning)</li> <li>c. Applying the criteria to the text or verbalizing the assessment</li> </ul> <p>Cognitive strategies used in evaluation</p> <ul style="list-style-type: none"> <li>a. Verification: checking dictionary or asking the researcher when not <b>sure of the accuracy or appropriateness of one's evaluation</b></li> </ul>
<b>Monitoring</b>	<p>Metacognitive strategies</p> <ul style="list-style-type: none"> <li>a. Problem recognition or identification</li> <li>b. Problem assessment</li> </ul>

The table shows that the identified strategy, especially *Monitoring*, is not divided into two categories. *Monitoring* is only classified into one category, that is metacognitive strategies which focus on identifying whether the writing has problem or not and assessing the problem during the writing process. It is

different with the second strategies; *Evaluation* which is divided into two classes, metacognitive and cognitive strategies.

Practically, the researcher used Wenden's (1991) coding scheme as Victori (1997) has given a sample on her study. In matter of fact, the researcher used Victori's coding scheme which is based on Wenden's. The strategies were identified and classified in the table 2.2 below.

Victori classifies the strategies which is used in the writing process into seven groups. They are planning strategies, Monitoring Strategies, Evaluating Strategies, Resourcing Strategies, Repeating Strategies, Reduction Strategies, and Use of L1 Strategies. Basically, she classifies the strategies based on the Wenden's Taxonomy (table 2.1). She elaborates the strategies deeper on the following table.

Table 2.2: Victori's Coding Classification

I.	<p>Planning Strategies Strategies by which the writer plans and talks out what ideas will come next, and explicitly states his or her objectives for content organization and writing procedures. Under this type, there were included strategies for:</p> <ul style="list-style-type: none"> <li>• <i>Planning overall content and ideas</i> (PLid), such as retrieving ideas, relating new information to old information, making connections among existing ideas and setting general content goals either in the form of notes or verbalizations.</li> <li>• <i>Planning procedures</i> (PLpr), such as planning subsequent actions (procedures or strategies to be adopted) or planning delayed actions (postponing an action deliberately).</li> <li>• <i>Planning organization</i> (PLor), such as grouping ideas; deciding on the overall organization of the text (e.g. organizing according to rhetorical plan); deciding how to sequence ideas and how to structure the text as a whole or parts of it.</li> <li>• <i>Planning linguistic text</i> (PLtx), such as rehearsing or verbalizing several versions of the text to be produced.</li> </ul>
II.	<p>Monitoring Strategies Include strategies undertaken when checking and verifying progress in the composing process and when identifying oncoming problems. They might involve:</p> <ul style="list-style-type: none"> <li>• <i>Task-Monitoring strategies</i> (TM), such as assessing how the task is progressing; how successfully the intended meaning is conveyed; tracking the use of how well a strategy is working or whether there is a need for adopting new ones.</li> <li>• <i>Self-Monitoring strategies</i> (SM), such as expressing one's feelings towards the</li> </ul>

	task, becoming aware that one is having problems.
III.	<p>Evaluating Strategies</p> <p>Strategies undertaken when reconsidering the written text, previous goals, planned thoughts, as well as changes undertaken on the text.</p> <ul style="list-style-type: none"> <li>• <i>Evaluating strategies</i> (EV), such as questioning or evaluating the written text or planned thoughts.</li> <li>• <i>Reviewing strategies</i> (REW), such as reconsidering goals previously set (g), or reading the text, either the entire text (gl), the previous sentence (st) or paragraph (p).</li> <li>• <i>Revising strategies</i> (REV), making changes to the text in order to clarify meaning (the changes may involve problems with ideas, word choices, cohesion, coherence, and organization).</li> <li>• <i>Editing strategies</i> (ED), making changes to the text to correct the grammar, vocabulary (when the purpose is not clarifying meaning), spelling, and punctuation.</li> </ul>
IV.	<p>Resourcing Strategies (RES)</p> <p>Using available external reference sources of information about the target language, such as consulting the dictionary to look up or confirm doubts (grammatical, semantic or spelling doubts), or to look for alternatives (synonyms).</p>
V.	<p>Repeating Strategies (RP)</p> <p>Repeating chunks of language in the course of composing, either when reviewing the text or when transcribing new ideas.</p>
VI.	<p>Reduction Strategies (RD)</p> <p>Strategies to do away with a problem, either by removing it from the text, giving up any attempts to solve it, or paraphrasing with the aim of avoiding a problem.</p>
VII.	<p>Use of L1 Strategies (L1)</p> <p>Using the mother tongue with different purposes: to generate new ideas, to evaluate and make sense of the ideas written in the L2 or to transcribe the right idea/word in the L1.</p>

The above classification was used in this research as a way to categorize the strategies. The data which got from the transcription were coded based on Victori's classification.