CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Foundation

The literature in this chapter gives an overview explanation about theories reinforcing this study. It focuses on the theories related to the learning strategies in writing. The researcher determines that learning strategies in writing into some sub topics: definition of learning strategies; classification of learning strategies; paragraph writing; characteristics of good writing; and assessing writing. Those are the aspects directly related to the learning strategies in writing process.

1. Definition of Learning Strategies

In a language classroom might be exist students from different culture and different languages. Whereas, there is a teacher teach them. It cannot be imagine how difficulties will happen on that situation. Furthermore, the teacher cannot decide the method to teach them appropriately. Hence, learning strategy is appearing. In spite of they come from different background, the strategy they use might be similar, might be different. Learning strategy comes from two words; *learning* and *strategy*. Learning based on Rebecca L. Oxford is "conscious knowledge of language rules, doesn't typically lead to conversational fluency, and is derived from formal instruction".¹ She argues that in learning process students cannot do anything they want by them self, but there is rule for them. In the other word, there is classroom contract in learning process in order to receive knowledge. In the same line, learning meant Nurul Hamida as "the process of absorbing information or knowledge, or the process of transferring information or knowledge from the teachers to the students.²" In this process, teacher as the transformer, while students as the recipient. Simplicity, the process of giving teachers' knowledge to their students. Meanwhile, strategy comes from Greek *strategia*, means "generalship or the art of war". Particularly, it just focuses on military. Generally, we called it *tactics*, which are how to success to achieve strategies.³

Based on the definitions above, the writer quotes the five definition of learning strategies from the experts. They are Rebecca L. Oxford (1990), Anna U. Chamot (2004), Jing Liu (2010), Jorge E. Pineda (2010), and Nurul Hamida (2012). Oxford argues learning strategies is "specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by

¹ Rebecca, Language Learning Strategies What Every Teacher Should Know, 4.

² Nurul Hamida, *Learning Styles And Strategies In Second Language Learning* (Politeknik Negeri Semarang Ragam Jurnal Pengembangan Humaniora Vol. 12 No. 1, April 2012), 8.

³ Rebecca, Language Learning Strategies What Every Teacher Should Know, 7.

students to enhance their own learning."4. It means, strategy is needed in the process of learning language. Others, dividing the strategy on the specific skills are also recommended. In the same line, Anna defines language learning as the consciousness to receive learning goal by giving learner language assignment.⁵ In the other word, if the learner is ready to achieve something, it should be use learning strategy in term of giving assignment. In the same line, Liu states learning strategy is "behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable".⁶ The learner is the actor. They are able to success in the target language by themselves and their effort. Actually, the learners who use their strategy in learning process, their achievement significantly increase. Moreover, Jorge says learning strategies is an awareness of learner in solving the learning problem. By memorize and synthesize it they achieved information by either orally or writing.⁷ In addition, Hamida states learning strategies are specific technique as like giving feedback to the peer to catch language difficulties in order to increase their language learning. As the complement, the strategies

19

⁴ Rebecca L. Oxford, *Relationships between Second Language Learning Strategies And Language Proficiency In The Context Of Learner Autonomy And Self Regulation* University Of Alabama. Revista Canaria De Estudios Ingleses, No. 38, 1999, Pages 109-126.

⁵ Anna U.Chamot, *Issues In Language Learning Strategy Research And Teaching*. Electronic Journal Of Foreign Language Teaching 2004, Vol. 1, No. 1, Pp. 14-26. Centre For Language Studies National University Of Singapore, 14 -15.

⁶ Jing Liu, *Language Learning Strategies And Its Training Model School Of Foreign Language*, Qingdao University Of Science And Technology Songling Road, Qingdao 266061, China. International Education Studies Vol. 3, No. 3; August 2010

⁷ Jorge E Pineda, *Identifying Language Learning Strategies: An Exploratory Study*. Universidad De Antioquia Vol. Iv, No. 1 (Nov. 2010). Gist Education And Learning Research Journal. Isn 1692-5777, 96.

should properly relate to the material, tasks, goals, needs, and stage.⁸ More importantly, Oxford believes that learning strategy is learner centered. As the consequent, appreciate it is needed in order to strengthen their achievement in language learning.⁹

In addition, writing is "the written work; the activity of creating pieces of written work, such as stories, poems or articles".¹⁰ Therefore, from the definitions of learning strategies and writing above, the writer concludes that learning strategy in writing is the way students learn in term of writing activity in order to receive well achievement in writing work with some tie up rule.

2. Classification of Learning Strategies

There are six learning strategies found by the experts. They are research by O'Malley and Chamot (1970s), Dansereau (1985), Rubin (1987), Wenden (1991), Cohen (2000), and Oxford (1990). *First*, O'Malley and Chamot research the use of learning strategy among United States learner. According to them there are three learning strategies: **Metacognitive Strategies** consist of executive function as like planning the learning, thinking the learning process, monitoring for each comprehension, and evaluating the assignment.; **Cognitive Strategies** focus on learning specifically and direct

⁸ Nurul, Learning Styles And Strategies In Second Language Learning, 9-11.

⁹ Rebecca, Language Learning Strategies What Every Teacher Should Know, 1.

¹⁰ Cambridge Advance Learners' Dictionary

learning material and Socioaffetive Strategies which concern into communicating and social mediation of learner.¹¹ Second, Dansereau believes by primary strategies and support strategies the learner will learn language well. The primary strategies are used to manage learning material directly, while the support strategies is used to organize appropriate attitude. Third, Rubin claims by using learning strategies, the language system of the learner will affected positively. According to Rubin, there are three strategies related to the learning strategies: learning strategies, communication strategies, and social strategies. Then, he divides the learning strategies through cognitive and metacognitive strategies. Cognitive dealing with verification, guessing, and practice. While metacognitive focuses on planning, prioritizing, setting goals, and self-management. Actually, the cognitive strategies is claimed the best affected strategy in developing language system. Furthermore, communication strategies concern to the process of participating in a conversation and understanding the speaker in term of original intention. In addition, social strategies is contributing to the opportunities for the learner considering to be exposed and practicing their knowledge as like making conversation to the native speakers and listening to the media of foreign learner¹²

¹¹ Douglas H. Brown, *Principles of Language Learning and Teaching Fifth Edition*, 133-135. ¹² Jing, *Language Learning Strategies and Its Training Model*, 101.

Fourth, Wenden focuses on the strategies used by adult L2 learner considering study their own language. He argues there is self-directing strategies, which is influence each individual. Those are the categories related to the self-directing strategies found by Wenden:¹³ Knowing the language and connecting to the target language; Planning to the question of "what" and "how" in language learning; and Self-evaluation which is related to the learners' progress and learners' experience. Fifth, Stern concerns to their five learning strategies. They are Management and Planning Strategies focus on the relation between learners' attention and their own learning; Cognitive Strategies which is related to the use of strategies and its problem; **Communicative-Experiential Strategies** describes some activities as like gesturing, circumlocution, paraphrase, explanation, and asking for repetition; **Interpersonal Strategies** focuses on monitor and evaluate learners' performance in term of communicating with native speaker in order to know both of target language and target culture; and Affective Strategies which is concerns to the well communicating with native speakers.

In different opinion, Cohen states there two big strategies sometimes used by the learner, they are **language learning strategies** and **language use strategies**.¹⁴ Language learning strategies used to improve learners' knowledge in term of language learning. This strategies concerning to the

¹³ Jing Liu, *Language Learning Strategies and Its Training Model*. (<u>www.ccsenet.org/ies</u> International Education Studies Vol. 3, No. 3; August 2010, 100.

¹⁴ Jing, Language Learning Strategies and Its Training Model, 102.

cognitive strategies, meta-cognitive strategies, affective strategies and social strategies. In metacognitive strategy focuses on the learner in term of managing their planning, organizing, and evaluating the learning process. While, cognitive strategies include identification, grouping, retention, and storage of language material. Furthermore, affective strategies concern to manage emotions, motivation, and attitudes as like reducing nervous and less confidence. Others, social strategies deal with clarification and cooperation in term of the learners' actions considering communicate with native speaker. Conversely, language use strategies dealing with retrieval strategies, rehearsal strategies, cover strategies, and communication strategies. This language use strategies helping learner using appropriate foreign or second language as much as possible through keep, recall, retention, and application or software related to the target language. Retrieval strategies include mnemonic, memorizing the language by using keyword. While, rehearsal strategies focus on examine learners' target language structure by practicing directly. Moreover, cover strategies related to the balancing the lack of language competence by simplifying and controlling the target language material.

Therefore, the writer prefer to use learning strategy by Oxford in spite of this strategy is more complete than all the previous strategies. Learning strategy by Oxford covers the directly and not directly related in learning language to the learner. However, the previous strategy is not as complete as learning strategies by Oxford. Moreover, the Oxford's learning strategies fully prove the features of learning strategies. The features actually is the important part of learning strategies by Oxford is purposed learner been faster, easier, more self-directed, more effective, and more move in new learning situation. The other learning strategies nonetheless do not provide features, as it owned by Oxford's learning strategies.

Furthermore, the features of learning strategy by Oxford shown as bellow:¹⁵

- a. Contribute to the main goals, communicative competence
 This classification is aimed to develop interaction among other learner
 by using appropriate language.
- b. Allow learners to become more self-directed
 Being independent learner is choices. They are able to make decision
 learning process and ready to receive the result: success or failure.
- c. Expand the role of teachers

The widely role of the teachers in learning process is facilitating learning, helping, advising, diagnosing, coordinating learning, and participating on each learning process.

- d. Problem oriented
- e. Specific action taken by the learner
- f. Involve many aspects of the learner, not just the cognitive

¹⁵ Rebecca, Language Learning Strategies What Every Teacher Should Know, 9.

It means all of the strategy: metacognitive, memory, compensation, social, and affective are also influence it.

- g. Support learning both directly and indirectly
- h. Not always observable
- i. Often conscious
- j. Can be taught
- k. Flexible
- 1. Influence by a variety factors

In the same case, Oxford discovered the complement version of learning strategies used by the researcher in her survey. There are six classification of learning strategies, which is divided into two groups: *direct strategies* and *indirect strategies*. *Direct strategies* focus on learners' action to understand new language, for instance role-play performance in specific purpose and different situation. Those strategies divided into three strategies: *memory strategies, cognitive strategies,* and *compensation strategies. Memory strategies* dealing with memorizing new language, while *cognitive strategies* is for understanding and producing new language, and the last *compensation strategies* focuses on practicing the new language. Meanwhile, *indirect strategies* dealing with management in learning. Its strategy indirectly related to learners. There are three strategies: *metacognitive strategies, affective strategies,* and *affective strategies. Metacognitive strategies* focuse on balancing learning

process, whereas *social strategies* is learning with others, and *affective strategies* dealing with controlling emotion. Those are the following distribution and the explanation of the Oxford learning strategies:

1) Direct Strategies

Direct strategy is learners' action to understand new language, for instance role-play performance in specific purpose and different situation. This direct strategy identical to mental process. Nonetheless, those three groups process in different based on the learners' action to understand new language, for instance role-play performance in specific purpose and different situation. This strategy grouping into three groups:

a) Memory Strategies

Memory strategies well known as mnemonics. Long time ago before literacy development people use mnemonic to transfer information. Many things well done by those way as like farming, birth, and wether. Nowadays, mnemonic rarely used, but it still exist in term of learning process. In spite of mnemonic is highly simple strategies. Some researcher says that this is rarely used by students elementary level. There are three sets of memory strategies which is shorten into CARE:

Memory	1. Creating linkages	1. Grouping		
Strategies		1. Associating / ellaborating		
		2. Placing new word into a content		
	1. Applying image and sound	1. Using imagery		
		2. Semantic mapping		
		3. Using kedywor		
		-4. Represening sounds in a memory		
	2. Reviewing well	1. Structured reviewing		
	3. Employing action	1. Using physical response or sensation		
		2. Using mechanical techniques		

Table 2.1: Memory Strategies by Oxford¹⁶

b) Cognitive Strategies

This is the most popular strategies because the sets are quiet varied as like repeating, analyzing, until summarizing new information are exist. One of the example is when listen to the radio and TV program. It called by "whirling word" because they should taking note, making summarize, and concluding it.

¹⁶ Rebecca L. Oxford. *Language Learning Strategies What Every Teacher Should Know*. (The University of Alabama. Boston, Massachusetts: Heinle and Heinle Publisher, 1990), 18.

Moreover, there are four sets belong to cognitive strategie that is shorten to PRAC:

 Table 2.2: Cognitive Strategies by Oxford¹⁷

Cognitive	1. Practicing	1. Repeating
Strategies		2. Formally practicing with sound and writing system
		 Recognizing and using formulas and pattern
		 Recombining Practicing naturalistically
	2. Receiving and sending	1. Getting the idea quickly
	messag <mark>e</mark> strategies	
		2. Using resources for receiving and sending message
	3. Analyzing and reasoning	1. Reasoning deductively
		2. Analyzing expression
		3. Analyzing contrastively
		4. Translating
		5. Transfering
	4. Creating structure for	1. Taking note

¹⁷ Rebecca, Language Learning Strategies What Every Teacher Should Know, 19.

input and output	
	2. Summarixing
	3. Highlighting

c) Compensation Strategies

The learners are able to use new learning language in term of both of comprehension and production even they have limited knowledge. Teacher facilitate student to produce either spoken or written they have already known. There are two sets available for compensation strategy. It shortens by GO word:

 Table 2.3: Compensation Strategies by Oxford¹⁸

Compensation	1. Guessing intelligently in 1. Using linguistic clues
Strategies	listening and reading
	2. Using other clues
	2. Overcoming limitation in 1. Switching to mothe
	speaking and writing tongue
	2. Getting help
	3. Using mime or gesture
	4. Avoidance
	communication partially

¹⁸ Rebecca, Language Learning Strategies What Every Teacher Should Know, 19

		or totally
	5.	Selecting the topic
	6.	Adjusting or
		approximating the
		message
	7.	Coining words
	8.	Using circumlocution or synonym

2) Indirect Strategies

These strategies called so because this strategy is not directly related to the target language. There are three groups of indirect strategies:

a) Metacognitive Strategies

Metacognitive strategy is a learner action in term of balancing learning self. This strategy is related to the cognitive strategy. Those two terms are dealing with action. Differently, they are able to planning learning strategies; conversely, they do not sure able to manage emotion and evaluating themselves. There are three sets of metacognitive strategies. It shortened by CAPE:

Metacognitive	1. Centering	your	1. Overviewing and linking with
Strategies	learning		already known material
-			2. Pay attention
	<u>^</u>		3. Delaying speech production to
			focus on listening
	2. Arranging	and	1. Finding about language
	Planning	your	learning
	learning		
			2. Organizing
			3. Seating goals and objectives
			4. Identifying the purpose of a
			language task
			5. Planning for a language
			6. Seeking practice opportunities
	3. Evaluating	your	1. Self-monitoring
	learning		
			2. Self-evaluating

 Table 2.4: Metacognitive Strategies by Oxford¹⁹

¹⁹ Rebecca, Language Learning Strategies What Every Teacher Should Know, 20.

b) Affective Strategies

The word affective well known as attitude, motivation, emotion, and value. It is impossible if the learner influenced by this strategy, meanwhile affective strategy will positively affect the learner. Affective strategies are one of the determined factors on success and failure of learner in term of managing emotion and attitude in learning process. The affective strategy is rarely used. Many people supposed that this strategy is similar with deep psychological treatment. Nevertheless, it seems like self-treatment in term of giving them power in order to solve their difficulty in learning English. There are three sets of affective strategies. It shortened by LET word:

Affective	1. Lowering your anxiety	1. Using progressive relaxation, deep
Strategy		breath, and mediation
		2. Using music
		3. Using laughter
	2. Encouraging your self	1. Making positive statement
		2. Taking risk widely
		3. Rewarding your self

 Table 2.5: Affective Strategies by Oxford²⁰

²⁰ Rebecca, Language Learning Strategies What Every Teacher Should Know, 21.

3. Taking your emotional	1. Listen to your body
temperature	
	2. Using a checklist
	3. Writing a language learning diary
	4. Discussing your feeling with
	someone else

c) Social Strategies

Language is extremely related to social. Hence, we communicate and interact with two people or more. Moreover, the basic social interaction is asking question. By asking people, we can accept information and indicate that we are interesting. Even, an answer is influence learners' production positively; others it is indicate that the question is understandable. There are three sets of social strategies and it shortened to ACE word:

Table 2.6: Social Strategies by Oxford²¹

Social Strategies	1. Asking question	1. Asking for clarification
		or verification
		2. Asking for correction
	2. Cooperative with others	1. Cooperative with peers

²¹ Rebecca, Language Learning Strategies What Every Teacher Should Know, 21.

	2.	Cooperative with
		proficiency user of the
		new language
	1	
3. Empathizing with others	1.	Developing cultural
		understanding
	2.	Becoming aware of
		others' thoughts and
		feeling
		-

3. Paragraph Writing

According to Cynthia and Jia, paragraph is the basic unit of academic writing. All of the students learn paragraph because all the types of writing is wrote by paragraph association.²² Moreover, based on Alastair, paragraph is an important composition of writing. It begun with sentence and phrase in order to form writing based on the certain topic.²³ In the same line, Chris Juzwiak writes that paragraph is "a distinct section or portion of a piece of writing, usually indented". ²⁴ Cynthia and Jia states on their book some patterns of paragraph writing:

²² Boardman A. Cynthia, and Frydenberg, Jia, Writing To Communicate Paragraph and Essays Third *Edition* (New York, USA: Pearson Education, Inc, 2008), *3-9*. ²³ Alastair Fowler, *How To Write* (New York, USA: Oxford University Press, Inc, 2006), 32.

²⁴ Chris, Stepping Stones A Guided Approach To Writing Sentences And Paragraph, 4.

a. Topic Sentence

This is the most important part of paragraph. In spite of this topic sentence is providing the main idea of the paragraph. A good topic sentence contains of two parts:Topic and controlling idea. Topic is the subject of the paragraph, while controlling idea is focus on limit the topic of the paragraph. A topic sentence may have a same topic, but it will explain different controlling idea. For instance:

- <u>New york</u> is a fun place to be on New York's eve topic controlling idea
- <u>New York</u> topic

has great entertainment controlling idea

- <u>New York</u> topic is the beautiful town controlling idea

Those three sentences are have same topic "New York" but it control by different controlling idea. Moreover, topic sentence is show writers' point of view by providing the opinion of the writer in order convince the reader.

Moreover, Elena argues thre are some characteristics of good topic sentences.²⁵ They are:

1) It guide the whole paragraph

When the topic sentence is read, the purpose can be predictable

2) It is not general information that everyone is know

²⁵ Elena Vestry Solomon, Keith S. Folse, and April Muchmore Vokoun, *Great Writing 2. Gread Paragraph. Third Edition* (Boston. USA: Heinle Cangage Learning, 2010), 47.

Libraries have books. It is true but those topic sentence is not included to the good topic sentence

3) Specific

Tea is delicious is bad whether green tea have many benefits for health.

4) Not too specific

This monolingual dictionary has more than 42.000 words

5) Controlling idea

Help the author flow the idea in a paragraph

b. Supporting Sentence

Supporting and explaining the topic sentence. If the topic sentence is an opinion of the writer, the supporting sentence is the evidence of the opinion.

- New York has great entertainment. <u>The Oscar and Grammay Award is</u> <u>always hold in there since 1990.</u> *supporting idea*

Others, the supporting sentence can be shown by giving the example

 New York has great entertainment. The Oscar and Grammay Award is always hold in there since 1990. <u>At 2012, the best pop singer is</u> <u>achieved by Whitney Houston</u>. *supporting idea*

There are two types of supporting sentence: major supporting sentence

and minor supporting sentence. Major supporting sentence is explain the

topic sentence, while minor supporting sentence is explain the major supporting sentence.

For instance:

Topic Sentence

Golden week in japan is a combined celebration of four holidays.

Major Supporting Sentence

The firt take place on april 29th, the birthday of the emperor showa, and commemorates the64 years that he was in power.

Minor Supporting Sentence

It is a time for japanese people to remember this important period in their history.

Furthermore, in spite of support the topic sentence, Ellen has four ways:²⁶

1) Examples

An example is a specific instance that explains an idea.

2) Details

A detail is a particular part or characteristic of a whole thing or a whole idea. Details are frequently used in a description.

3) Anecdotes

An anecdote is *a short, entertaining account of some happening* It is usually *personal* It may be thought of as *a lengthy example*.

²⁶ Martin L Arnaudet and Mary Ellen Barret, *Paragraph Development A Guide For Students Of English As A Second Language* (Prentice-Hall Inc, 1981), 21-35.

4) Facts and statistics

A fact is something which is objectively verifiable. A statistic is *a numerical fact* which presents significant information about a given subject.

c. Concluding Sentence

Concluding sentence is the last sentence of the paragraph in term of restatement the main point of the paragraph in different way. Sometimes, this concluding sentence is shown by transition as like *in summary* and *as the conclusion*. In the different way, concluding sentence can be shown by summarizing the body of the paragraph.

4. Characteristic of Good Writing

There are three characteristics to write a good writing; they are coherence, cohesion, and unity. ²⁷

a. Coherence

It can be called by coherence if the supporting sentences are in an appropriate place. There are three types of coherence seen by the types of writing

1) Narrative Paragraph and Chronological Ordering

The supporting sentences must be according to the time

²⁷ Cynthia, Writing To Communicate Paragraph And Essays Third Edition, 18-25

2) Descriptive Paragraph and Spatial Ordering

The supporting sentences must describe the objects clearly and directly. It can be describe bottom-up, top-down, left-right, right-left, and other point of view.

3) Expository and Logical Ordering

The supporting sentences must be logical reasoning. The logic is based on personal view of the writer which is can present the point of the writing

In the same line, coherence and cohesive are related each other. The cohesive will work well if the elements are used coherence in an appropriate phrase and sentence. In the other words, the information will be achieved if it is written sequence and logically. To produce coherent writing, the reader should consider these two things²⁸:

b. The Writers' Purpose

Between reader and writer should understand the purpose of the text. It means, the writer should show and describe the purpose in text, while the reader should interpret the contain of the text in order to avoid misunderstanding

c. The Writers' Line of Thought

The reader should follow the logical reasoning written in the text concerning to the types of writing. For example, if the text is

²⁸ Jeremy Harmer, *How To Teach Writing* (United Kingdom: Pearson Education Limited, 2004), 25.

narrative the reader should know the story, the character, the setting, and other intrinsic and extrinsic factors

b. Cohesion

If all the supporting sentences are related each other aimed to support topic sentence, it can be called cohesion. The methods of connecting sentence to the other sentence are called cohesive devices. There are four cohesive devices: connectors, definite articles, personal pronoun, and demonstrative pronouns.

1) Connectors

The parts of connectors are coordinating conjunctions, subordinating conjunctions, transitions, and preposition

2) The Definite Article

The definite article is the use of *the* in writing. Sometimes, "*the*" related to the previously noun.

For Example:

I bought *a* history book yesterday. *The* history book is needed for my classes.

3) Personal pronouns

A personal pronoun is a pronoun refers to the previous noun.

For Example:

John is a history teacher. He just got a job at the logical high school.

40

4) Demonstrative adjective and pronouns

The kinds of demonstrative adjective and pronouns are *this, that, these,* and *those.* The functions of those demonstrative adjective and pronouns are to connect sentence after and before.

For Example:

The history of the *Wampanoag people* is typical. *These* people lost land and their way of life. The Wampanoag people lost their way of life. This was tragic.

- These is show demonstrative adjective

- *This* is show demonstrative pronoun

In addition, cohesions can be applied by using various grammatical devices in order to help reader understand the writing. There are two various grammatical devices used in cohesion. They are lexical and grammatical cohesion:²⁹

a) Lexical Cohesion

• Repetition of words

Some words are written repeatedly in writing. As like grandparents written twice, and people written five times

Lexical set chain

There are related words, which is same in the topic of writing.

As like grantparents, sons, children, and daughters

²⁹ Jeremy Harmer, *How To Teach Writing* (United Kingdom: Pearson Education Limited, 2004),22-25.

b) Grammatical Cohesion

• Pronoun and possessive reference

Pronoun is like she, it, and who, while possessive reference is like yours and mine

• Article reference

There are two articles: definite article (the) and indefinite

article (a,an)

• Tense agreement

Tenses is used based on the topic and types of writing

• Linkers

Linker is words in order to describe text. For instance addition (and, also, furthermore), contrast (however, but, in the other hand), result (therefore, consequently), time (first, then, later)

• Substitution and ellipsis

Substitution is used in short phrase in term of longer text, while ellipsis is used to clear the meaning of the text

c) Unity

Unity means that all of the supporting sentences are should related to the topic sentence. If there is a sentence does not support the topic sentence, it called irrelevant sentence.

5. Assessing Writing

a. Genre of Writing Language

These following writing classifications are the most write by second language learner.



 Table 2.7: Genre of Writing³⁰

³⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, Inc, 2004), 219

b. Types of writing performance

This writing performance is actually used for clustering the level of learner in term of writing process. There are four categories, which is having special criteria:³¹

1) Imitative

This category focuses on the ability of the English spelling system. In this level, the learner attempt to master the language of writing includes letters, words, punctuations, and sentences. Therefore, the language of writing in this level is primary rather than the context and the meaning of writing.

2) Intensive

This level of writing performance is higher rather than the imitative. The learner is expected to master produce vocabulary, collocations, idioms, and grammatical features considering the context of writing.

3) Responsive

The learner in this stage is required to master the discourse level, connecting sentence into paragraph, and create logically sentence among paragraphs. Therefore, the context and the meaning of writing is primary for the learner.

³¹ Brown, Language Assessment: Principles and Classroom Practices. New York, 220

4) Extensive

This highest level applies by the successful learner in term of processing writing based on the purposes such essay, paper, research, and thesis. The learner focuses on the purpose, organizing and developing ideas, using details to support the idea, and construct the process of writing into final product.

c. Microskills and Macroskills of Writing

The microskills and macroskills of writing are created to facilitate the assessment procedure. The early use microskills of writing are used for imitative and intensive writing performance. While the macroskills of writing masterly by responsive and extensive writing performance. The more complete information of macrosills and microskills of writing describe as follows:

Table 2.8: Microskills and Macroskills of Writing³²

Microskills

- 1. Produce grapheme and orthographic patterns of English
- 2. Produce writing at an efficient rate of speed to suit the purpose
- 3. Produce an acceptable core of words and use appropriate word order patterns
- 4. Use acceptable grammatical system (tense, agreement, pluralization) pattern and rules
- 5. Express a particular meaning in different grammatical

³² Brown, Language Assessment: Principles and Classroom Practices. New York, 220-221



d. Types of Scoring Writing Assessment

1) Primary Trait Scoring

This type of scoring used to know the students' ability considering write in term of narrow theme. First used for National Assessment of Educational Progress (NAEP) by students in USA. This primary trait is completely detail and specific. Furthermore, this scoring rarely used in second language writing. Nonetheless, it can be used in school context, where parents who they are not proficient in the language school use advantage with the explanation of students' capability in term of using second language in school.³³

Moreover, Brown argues this scoring focuses on the purpose. In other word, if the teacher asks students to write narrative, so they should write according to the feature of narrative text. In addition, Brown states primary trait score assess: the accuracy of the original; the clarity of each steps and the final result; describe clearly; and the writers' position.³⁴

2) Holistic Scoring

This scoring system deals with single score in order to facilitate teacher to assess students' work rapidly.³⁵ In the same line, getting single score system can be acquired through skimming the writing then decide the rating scale or scoring rubric based on the criteria. The rubric actually made by the expert.³⁶

According to Hughes, holistic scoring should balance between level of the students and the purpose of the test. An example of holistic scoring is ACTFL (American Council for the Teaching of Foreign Language). This scoring helps teacher to assess both of students and of

³³ Sara Chusing Weigle, Assessing Writing: Cambridge Language Assessment Series (UK: Cambridge University Press, 2002), 109-121

³⁴ Brown, Language Assessment: Principles and Classroom Practices. New York, 242-243

³⁵ Arthur Hughes, *Testing For Language Teachers Second Edition* (United Kingdom, 2003), 94-105

³⁶ Sara, Assessing Writing: Cambridge Language Assessment SeriesI. UK, 109-121.

university students begin from novice to superior. Another example of holistic rubric is TWE Test of Written English, which is assessing six level of writing.

In addition, the holistic rubric is not the most primary assessment. Those are the advantages and disadvantages of holistic rubric:³⁷

a) The advantage of holistic rubric

Faster

- Less expensive
- Read script once
- Concern with the content
- More valid than analytic because most closely authentic, the reader reaction is straight forward rather than analytic with too much criteria
- b) The disadvantage of holistic rubric for second language learner
 - Provide little bit information of writing ability
 - Ignore the use of grammar, vocabulary, syntax, and so on
 - Not always easy to interpret the score

3) Analytic scoring

This analytic scoring provides detail information of students' performance through assessing many aspects of their writing. The criterions are content, organization, vocabulary, language use, and

³⁷ Sara, Assessing Writing: Cambridge Language Assessment SeriesI. UK, 109-121.

mechanics.³⁸ In different opinion, Brown says this scoring suitable for classroom evaluation of learning in spite of this scoring contains six elements of writing assessment: organization, cohesion, vocabulary for purpose, grammar, punctuation, and spelling.³⁹

Furthermore, there are many experts use this scoring because analytic scoring gives students' performance in different aspect of writing. As the consequent, there are so many analytic scoring. For instance, ESL Composition Profile by Jacob (1981); TEEF Test of English in Educational Purposes by Cyril Weir (1988), Michigan Writing Assessment Scoring Guide by Hamp and Lyons (1990).

In addition, even though analytic scoring has more complete assessment, it still have drawbacks. The advantages and disadvantages of analytic scoring below are published by Bachman and Palmer:⁴⁰

a) The advantages of analytic scoring:

- Provides useful information of students' writing abilities
- It useful for giving assessment
- The second language learner is eased across aspects of writing
- This kind of scoring reliability rather than holistic scoring
- b) The disadvantages of analytic scoring

³⁸ Sara, Assessing Writing: Cambridge Language Assessment SeriesI. UK, 109-121.

³⁹ Brown, Language Assessment: Principles and Classroom Practices. New York, 243

⁴⁰ Sara, Assessing Writing: Cambridge Language Assessment SeriesI. UK, 109-121.

- It takes longer timer in term of students write as seem as the aspects requirement
- It might be have different score if combine it with other kinds of analytic scoring

In summary, primary trait score used for specific particular writing task. Whereas, the holistic and analytic scoring used for grading multiple task. Therefore, the use of holistic and analytic scoring depends on the purpose of the test and the form of scoring test.

B. Review of Previous Studies

So many researchers explained by the writer. They discussed and explained learning strategies from the different point of view. However, this new research related to all the previous work. Most of them were concerned to variable influencing learning strategies and the use of learning strategies by Students University. All of those point of view been was explained. Moreover, most of them also mentioned further discussed at the previous explanation. Therefore, the writer justifies the problem about Learning Strategy for Students of Paragraph Writing Class in State Islamic University Sunan Ampel Surabaya in 2014 academic year. The researcher felt those following researches already made the new expert stronger because of some evidence and proof that have been shown.

- 1. Selma surveys "the effect of the use language learning strategies and culture". The participants are 55 students: 20 Jordanian, 16 Spanish, and 19 Turkish. They are same on age and level of English second year Student University in term of learner English as foreign language. The data will be collected by interview and the use of SILL version 7 by Oxford (1990) as the instrument of questionnaire. The result of the study reveals there are some difference strategies used by each group of culture as similar as individual in term of learn English. The group shows the Jordanian and Turkish most use memory and affective strategies; the Spanish and Jordanian most use social strategies. Moreover, the individual presents Jordanian lean to use rote learning, verbatim translation, and finding the new word within guess the meaning. Moreover, Turkish students tend to use guessing strategies and mental pictures when finding new word in a text. In addition, Spanish students summarizing the information, finding conversation partner, talking the feeling in order to succeed in learning English.⁴¹
- 2. According to Jorge, there is difference in the use of learning strategies for each English skill with grammar as addition. The participants are some students of English, French, Portuguese, Mandarin Chinese, Japanese, Italian, and German. The data collected by using three instruments: open-ended questionnaire, series of lesson observations, and semi-structured interview.

⁴¹ Deneme, Selma. 2010. *Cross-Cultural Differences in Language Learning Strategy*. The International Journal - *Language Society and Culture*

The result shows five points. *First*, students most use cognitive and memory strategies in term of grammar. They received new formula and apply it at that time. *Second*, in term of speaking, they most use compensation strategies in order to cover the weaknesses they have. Students will speak directly their mother tongues in terms of them do not know the target language. *Third*, cognitive strategy is the most used in writing. They are able to write target language and they will be use tool as like dictionary, book, and notes in order to help them completing they writing. *Fourth*, students often ask the teacher to repeat the audio several times. *Fifth*, multilingual students use linguistic and non-linguistic source in reading activity in order to absorb the message of the text.⁴²

- 3. Haifa states on his research about two research questions:
 - a) What is the most/least frequently used strategies for the entire group?
 - b) Is there any significant difference between strategy use and proficiency (University Average, Level/Year of Learning and Self-efficacy)?

The finding result collected from 120 Arabian Learner English. They were female on different level year around first year and fourth year whose age about 18 - 22 years old. All of them learnt English formally since 8 -9 years

⁴² Pineda, E. Jorge. *Identifying Language Learning Strategies: An Exploratory Study*. Gist Education and Learning Research Journal ISN 1692-5777, pp. 94-106 Vol. IV, No. 1 (Nov. 2010)

old. This research use SILL as instrument questionnaire. The result shows two answers:

- a) They most use metacognitive strategies and least use affective strategies in language learning
- b) There is insignificant difference for proficiency on overall strategy use.⁴³
- 4. Kirby states on his journal about "learning strategies used among dyslexia and postsecondary in term of reading ability." The participants are 102 student university include 36 dyslexia and 66 without dyslexia. Students without dyslexia comes from Canadian postsecondary university, while the rest are come from Queen's University: 9 students, University of Alberta: 7 students, Loyalist Community College: 10 students, and Trent University: 10 students. All dyslexia students are really dyslexia in term of reading disability and unstable psychological health based on the diagnostic test of *Wechsler Adult Intelligence Scale*. The data collected from the testing of Reading Rate, Reading Comprehension, and Reading History, Learning Approach, and Learning Strategies calculate by using two-tailed *t* tests for independent samples. The result shows post secondary students have high score significantly in terms of developing idea and learning strategies. Meanwhile,

⁴³ Al Buainain, Haifa. 2010. Language Learning Strategies Employed by English Majors at Qatar University: Questions and Queries. *Asiatic*, Vol. 4, No. 2, December 2010

dyslexia students are good score in using aids, time management, best on a current approach, although they got difficulties in reading ability.⁴⁴

- 5. Carol and Greg present the problem on their research about "specific learning strategies for distance students". The data collected from web library engine: Education Resources Information Center (ERIC) and Psychological Abstract (PsychLit). The result shows that there are three strategies used by distance students: *first*, cognitive strategies include taking note. *Second*, metacognitive strategies include to plan, to monitor, and self-regulation. *Third*, resource management include schedule of learning, studying quality, motivation, and communication with the teacher. Those three strategies are purposed to decide students' achievement in learning process.⁴⁵
- 6. Changjung Shi talks about the relationship between cognitive style and learning strategies. The subjects are 178 second-year students of English Department in Wuhan University. This research uses two Chinese questionnaires considering Learning Style Survey by Cohen, Rebecca Oxford, and Julie Chie and Strategy Inventory for Language Learning (SILL) by Rebecca Oxford. Those questionnaires included 170 questions: 50 questions from SILL and the rest 120 is Learning Style Survey. Those questionnaires

⁴⁴ John R. Kirby, Robert Silvestri, Beth H. Allingham, Rauno Parrila, Chantal B. La Fave. *Learning Strategies and Study Approaches of Postsecondary Students with Dyslexia. Queen's University, Kingston, Ontario* Journal of Learning Disabilities Volume 41 Number 1 January/February 2008

⁴⁵ Carol Filcher, Greg Miller. 2000. *Learning Strategies for Distance Education Students*. Iowa State University. Journal Paper No. J-1 8427 of the Iowa Agriculture and Home Economics Experiment Station, Ames, Iowa. Project No. 3265, and supported by Hatch Act and State of Iowa funds. *Journal of Agricultural Education* 68 Vol. 41

then analyze by using Quantitative. Furthermore, the result shows that cognitive styles as like synthesizing, sharpener, field-independent, and impulsive style are highly give significant impact on learner's choice of learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. They all cognitive styles appear consistently in all of SILL questionnaire strategies. This learning style actually effects on students' learning strategy choices.⁴⁶

7. Ni Qingquan, Monta Chatupote, and Adisa Teo have different opinion. Their research focus on the differences of learning strategy frequency used by successful and unsuccessful students The subjects of their research is 184 first year successful and unsuccessful students of Chinese University. More completely, 92 are successful students and 92 are unsuccessful students. Those criterions decide by using proficiency test before college enrolment. This research conducts by using Chinese SILL Questionnaires include revising and modifying in term of different learning traditions and learning culture. Consequently, this questionnaire contains 17 original questions, 12 questions canceled, 29 questions added, and 12 questions modified. The modified questionnaires taken from Wen's questionnaire (1995). All of those questionnaires then analyze by using Quantitative and calculate by using

⁴⁶ Changju Shi, *A Study of the Relationship between Cognitive Styles and Learning Strategies* (School of Foreign Language and Cultures, Nanjing Normal University, China. Higher Education Studies Vol. 1, No. 1; June 2011

SPSS version 12.0. Thus, the result of their research is the successful students are often use learning strategies rather than unsuccessful students. They are obviously use different learning strategies. The successful students use affective and social strategies, while the unsuccessful students use memory strategies.⁴⁷

8. Andrew Tse dealing with the comparison between the use of language learning strategies for secondary and university students. The subjects of this research is 110 first year a university students in Hong Kong (55 males and 55 females) and three different schools in three different areas in Hong Kong. The school actually divided into three bands. Band 1 for best students, while Band 2 for average students, and Band 3 then for weak students. Those classification bands exist in order to examine the use of Language Learning Strategies (LLS). Nevertheless, school A is Band 2 with 92 students from grade 12 (43 males and 49 females) and 101 students from grade 13 (50 males and 51 females). They are the chosen as the subjects from New Territories. In the same line, school B is Band 3 from Kowloon. The subjects chosen are 107 students from grade 12 (74 males and 33 females) and 130 students from grade 13 (89 males and 41 females). Another subject is school C from Hong Kong. This school is Band 1 which contains 97 students from grade 12 (50

⁴⁷ Ni Qingquan, Monta Chatupote, and Adisa Teo, *A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context.* (SAGE Publications, Los Angeles, London, New Delhi, Singapore and Washington DC. RELC Journal 2008; 39; 338.) Vol 39(3)

males and 47 females) and 101 students from grade 13 (50 males and 51 females). All of secondary students use Chinese as their first language, while the students university their first language is Cantonese. All of them never follow training of LLS. In that case, this research uses the modification of LLS Questionnaire and SILL Questionnaires. The subjects are given twice questionnaire, the first questionnaire is originally English Questionnaires and other uses Chinese version. Further discussion, this research uses SPSS, T-Test, and one way ANOVA in order to examine the effect of background questionnaire in term of students' learning strategy use. Moreover, the results show the secondary students most use memory strategies, while university students most use compensation strategy.⁴⁸

9. Selma Denema researches the language strategy used by Turkish in learning English. The subjects are 50 third year students of English Department of Gazi University. They all learn English as their foreign language. Whereas, the collecting data uses SILL Questionnaires and analyzes by using descriptive research. Furthermore, the result presents that the overall strategy is used. *Memory strategies* are used for remembering. This is the most used strategy among them. *Cognitive strategies* are focus on mentally process. *Compensation strategy* tends to balance less of knowledge. *Metacognitive strategies* are used in organize and evaluate learning process. *Affective*

⁴⁸ Andrew Tse, A Comparison of Language Learning Strategies Adopted by Secondary and University Students in Hong Kong (Center for Modern Languages & Human Sciences Universiti Malaysia Pahang, Malaysia. International Journal of Business and Social Science) Vol. 2 No. 11. June 2011

strategies are focus on thread the emotion, while *social strategies* are used for learning others.⁴⁹

10. Conversely, Olda C. Araúz states on his research about the effective of language learning strategy and the reason why they use those certain strategy. The subjects are 30 students (9 males and 21 females) of freshman B.A program which use English as classroom interaction. All of them take similar courses: Oral Communication I, Reading I, Grammar I, and Writing I. The data gathered trough Spanish SILL Questionnaires, interviews, observation, students' portfolios, and diaries. Furthermore, the qualitative method is used in order to presents the research. More importantly, the result shows that learning strategy is effective. It is teachable and provides direct and integrated instruction. Moreover, by using learning strategy helpful for learner to enhance students' proficiency and performance in learning English as second or foreign language. Others, learning strategies facilitated them in acquisition of learning English. Nevertheless, the learner more conscious considering their learning style, the connection between their learning style and learning studies in term of performing it according to the tasks such audio learner prefer listen to the teacher's explanation rather than read the book to make easier them remember (learning strategy).⁵⁰

⁴⁹ Selma, Denema, *Language Learning Strategy Preferences Of Turkish Students* (Journal of Language and Linguistic Studies) Vol.4, No.2, October 2008

⁵⁰ Olda C. Araúz, *Language Learning Strategies and its Implications for Second Language Teaching.*(Revista de Lenguas Modernas, NO 11, 2009