CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

On this chapter, the researcher attempts to elaborate the research of theoretical background. They were:

1. Essay writing

In academic writing, there found variety of writing are, papers and general subject reports, essays, composition, academically focused journals, short-answer test responses, technical reports, theses, and dissertation. In this research focused on essay writing. There found three types in essay writing are, Descriptive, Expository and Argumentative.[14] Descriptive essay is the essay that is the content about the descriptive of subject, e.g. place, person or event. Expository essay is the writing that is about explaining the concept or theory. Whereas, Argumentative essay is essay which present an argument through reasoning and the use of evidence.

In the process of argumentative essay, the writer needs the respond of argument to the assigned question by thinking, reading and writing is the writer way to consider the thesis statement. Thesis statement is the supported the body of topic sentence in each

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[14] *Academic essay: Academic Tip Sheet*, p. 1,
https://intranet.ecu.edu.au/__data/assets/pdf_file/0017/20609/essay.pdf, accessed 28 Apr 2015.

paragraph. Each topic sentence always supported by evidence and example. Therefore, in argumentative essay writing, the writer should give attention into topic and supporting sentence. Besides that, the writer should keep mind on the structural element of argumentative essay. The key structural of argumentative essay consist of the introduction, body and conclusion. The argumentative essay start from the introduction where in introduction comprising about brief background or contextual information, focus attention on specific theme of this writing. Then, the thesis statement gives specific statement outlining main argument and it elaborate on organization or structure (map of the essay). In conclusion, restate the thesis statement, and then summarize the key points and evidence that provide to keep the writing and final comment on the topic.[15]

Besides that, the introduction, body and conclusion argumentative essay has several notices: organization, logical development of ideas (content), grammar, punctuation, spelling and mechanism, style and quality of expression.[16] From some noticed in writing, the analytical scoring is proper for this research. In classroom evaluation of learning, analytical scoring served many six major

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[15] *Writing Introductions and Conclusions for Essays* (The University of Melbourne), p. 1. http://www.services.unimelb.edu.au/academicskills, accessed 23 Apr 2015.
[16] Brown H. Douglas, *Language Assessment Principle* (Longman, 2003), pp. 243–245.

elements of writing score, thus enabling student to home in on weakness and to capitalize on strengths.

2. Learning Strategy

According to Oxford, learning strategies are behaviors or actions that learners use to make language learning more successful, self-directed and enjoyable. In addition, Stern had noted that learning outcomes influenced by learning process, and the learning process is affected by the learners' internal characteristics and learning conditions.[17] Therefore, the studies on language learning strategies have been of great significance. Besides that, the learning strategy gives key position for the students. The students be able successful or unsuccessful depend on their strategy use. The students cannot achieve their goal without practice and using of learning strategy.

In this research, the strategies have been taken from Malley and Chamot give three strategy categories: metacognitive, cognitive and social/affective.[18] However, Oxford gives six categories of learning strategies.[19] *Metacognitive strategies* use to plan, monitor and evaluate students' own learning process and consider most effective in their learning. *Cognitive strategies* manipulate incoming information

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[17] Jing Liu, *Language Learning Strategies and Its Training Model* (www.ccsenet.org/ies, 2010), p. 100.

[18] O'Mallay and Chamot, *Learning Strategies in Second Language Acquisition*, p. 8.

[19] Rebecca L. Oxford, *Language Learning Styles and Strategies : An Overview* (GALA, 2003), p. 2.

in the form of summarizing, deduction, inference, note taking, induction and translation to make learning effective. *Compensatory strategies* are as good learners also use guessing and inferring. *Memory strategies* are like combining and organized reviewing as cognitive. *Affective strategies*, like self-encouragement and high motivation use to control one's emotional state and anxiety level. *Social strategies* are like asking for help, questioning and sharing worries show cooperative attitude of learners.[20]

In 1983, Stern has summarized and reclassified his classification of ten strategies became five main language learning strategies: 1) Management and Planning Strategies, 2) Cognitive Strategies, 3) Communicative - Experiential Strategies, 4) Interpersonal Strategies, 5) Affective Strategies.[21]

In learning strategies found that the internal and external factors affected in students learning. Gagne stated that two different types of conditions that exist in learning: internal and external factor influenced in students' learning. Capabilities that already exist in a

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[20] *Ibid.*, pp. 12–14.
[21] Stern, H. H, *Issues and Options in Language Teaching* (Oxford: Oxford University Press, 1992), pp. 304–318.

learner before any new learning begins make up the internal conditions necessary for learning.[22]

One of the purpose investigations such as learning strategies is gaining insight into the metacognitive, cognitive and social / affective process involve in language leaning. Those aim help students who are having challenge became better language learners. Research in strategies is important because they are readily teachable There a number of reports of successful strategy training programmers, e.g. Cohen provide very comprehensive instruction for implementing strategy training. An alternative to direct training is to embed strategies in teaching task and materials.[23]

3. Proficiency Level

Proficiency level has found that has affected in quality and quantity the students' writing performance even though it may not actually be all that contributes to the success of writing. According to Widdowson, the complexity of writing processes in academic settings was complex by the complexity of acquiring proficiency in a foreign language. Leki observed that after ten years of studying English in classrooms abroad, some ESL students might still have trouble writing

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[22] Gagne, M. Driscoll and Robert M., *Essentials of Learning for Instruction*, 2nd edition (New Jersey: Prentice-Hall Inc, 1998), p. 17.

[23] Oxford, *Language Learning Styles and Strategies : An Overview*, p. 11.

effectively in English and that those who could recite grammar rules were not always able to use those rules in producing language.[24]

Proficiency level is the fluency or speed of writing measured by mean number of words written per minute on the one hand and students' proficiency scores. The students' proficiency level can measurable by using levels and scoring. The quantity of what the students' writing produces depend on their proficiency level and some contributing factors, such as the type of text and discursive requirements. Therefore, the researcher used Browns' theory to indicate the students' proficiency level. According Douglas, there are five levels in essay writing are, excellent, good, fair, unacceptable and college level.[25]

a. Excellent (20-18)

In this level, the student can participate without any difficulties. In most cases, they can follow variety direction from the complex until multi-level direction without assistance. Mostly, the student can write short papers and clear express statement of position, points of view and arguments. In their writing, the student generally control of varied sentence structures, spelling and vocabulary, expressing well-develop thoughts.

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[24] Abbas Zare-ee, *Does English Proficiency Level Predict Writing Speed, Length, and Quality* (Arab World English Journal   ISSN: 2229-9327, 2011), p. 129.

[25] Brown H. Douglas, *Language Assessment Principle*, pp. 244–245.

b. Good (17-15)

In this level, the student language skills are adequate for most day-to-day communication needs. The student ability producing the text is good. Structure, vocabulary and overall organization approximate the writing native of speakers English. Nevertheless, errors persist in one or more of these dominant.

c. Fair (14-12)

In this level, the student capacity to writ frequently marked by grammatical error.

d. Unacceptable (11-6)

In this level, the students are able to generate simple text that reflects to their knowledge level of syntax. The texts may include significant amount of spelling, grammatical, vocabulary. They gradually construct more meaning from the words themselves but the construction is incomplete.

e. College – Level (5-1).

Student in this level participate in writing activities by drawing picture. They may be able to copy letters or from them from memory and may be able to copy some words. They can imitate the act of writing, but their text does not transmit the message.

Then, they may attempt to apply writing conventions but do so inappropriately when copying.

The total score can range from 34 until 100. Jacobs further break down the individual scales and the overall summed scale into numerical ranges that correspond to four mastery levels: excellent (83-100 points), good (63-82 points), fair (52-63 points), unacceptable (34-52 points). As Jacobs's states, 'These levels are characterized and differentiated by key words or "rubrics" representing specific criteria for excellence in composition'.[26]

4. Learning strategy and proficiency level in essay writing

Learning strategies become significant in the process essay writing and differences between low and high proficient students have found in the number and range of strategies used, in how the strategies applies to the task, and in appropriateness of the strategies for the tasks.[27] This implies the interplay of a number of factors for successful application of writing strategies. The instance have strategy is useful, but students' aware of requirements of the writing tasks and the use of appropriate strategies to carry out the task often determine the effectiveness of the strategies used.

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[26] Jacobs, S, *Composing and Coherence: A Process Study*, p. 25.
[27] Nooreiny Maarof and Mazlin Murat, *Writing Strategies Used by ESL Upper Secondary School Students* (Canadian Center of Science and Education, 2013), p. 48.

Ridhuan & Abdullah reported that good students and weak students in his study shared common writing strategies, mainly cognitive strategies, to generate ideas for their essays. The strategies included transcribing, rehearsing ideas, rehearsing structure, rereading, translating and repeating. On the other hand, Chien claimed that the high achievers in his study focused more on generating text (writing out the sentences) while the low achievers focused only on generating ideas. Another important strategy that differentiates the skilled students and less skilled student writers is the revising strategy.[28]

Park's research, conducted among 332 Korean university students, revealed a significant relationship between SILL (Strategy Inventory for Language Learning) learning strategies and English proficiency. Additionally, results indicated that cognitive and social/affective strategies were more predictive of students' scores than other strategy categories.

Oxford also designed a strategy assessment survey based on her classification system. This assessment tool, the Strategy Inventory for Language Learning (SILL), has currently recognized as the most comprehensive and widely used instrument for identifying strategy preferences of language learners throughout the world (Bremner; Foong & Goh, Green & Oxford). The SILL has checked for reliability

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[28] *Ibid.*, pp. 48–49.

and validated in multiple ways extensively. As of 1995, it had used in over 45 major studies involving approximately 8,500 learners' worldwide (Oxford & Burry-Stock).[29] Oxford & Burry Stock investigate that the learning strategy use found to be significantly related to English proficiency.[30]

B. Review of Previous Studies

1. The first study entitled *The Use of Self-Assessment as Feedback strategy to improve student writing ability at MAN SIDOARJO by Dian Aprita Widiarti (2009).*[31] The research question are :

   a. How is implementation of self-assessment as a feedback strategy to improve student writing ability?

   b. What are problems faced by the teacher and student when using self-assessment as a feedback strategy to improve student writing ability?

   c. How is the student improvement in writing a text after using self-assessment as a feedback strategy?

   This research was descriptive qualitative research which was aimed knowing the implementation of self-feedback in MAN Sidoarjo. The problem of this study is the teacher and student when using self-feedback and the student improvement after using self-back. The result of this

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[29] Deanna L. Nisbet, *Language Learning Strategies and English Proficiency of Chinese University Students* (Foreign Language Annals • Vol. 38, No. 1, 2005), p. 101.

[30] *Ibid.*

[31] Dian Aprita Widiarti, *The Use of Self-Assessment as Feedback Strategy to Improve Students' Writing Ability at MAN SIDOARJO* (Surabaya: Unpublished Thesis. English Department of Undergraduate Program, State Institute for Islamic Studies Sunan Ampel Surabaya, 2009).

study is the most students did not make improvement after using self-assessment as feedback. To overcome this condition, the teacher should give self-assessment regularly to make his or her student accustomed and well trained to use self-assessment as feedback

2. The second study entitled *The Effectiveness f Diagram of Ideas Strategy to Enhance Student Writing Achievement for Eleventh Grades at SMAN 1 Mojosari, Mojokerto by Pipin risky pindowati (2013).*[32] The research question is:

a. Is the diagram of ideas strategy more effective than traditional strategy to enhance student writing achievement for the eleventh grade of SMAN 1 Mojosari, Mojokerto ?

This research was a Quasi Experimental design that aimed at knowing the effectiveness of diagram of ideas strategy to enhance student-writing achievement for the eleventh grade of SMAN 1 Mojosari, Mojokerto. The student faced some different problem to use diagram of ideas strategy. The result of this study shows that diagram of ideas strategy was effectively improving students' writing skill. The recommendation for the English research and future research is for the teachers suggesting to use diagram of ideas strategy as a way to assess

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[32] Pipin Rizky Pindowati, *The Effectiveness of Diagram of Ideas Strategy to Enhance Students' Writing Achievement for Eleventh Grades at SMAN 1 Mojosari, Mojokerto.*

teaching and learning process. Moreover, for the future research, they are expected to conduct the research on other skill.

3. The third study entitled *Mind Mapping Strategy to Develop Student Ability in Writing Descriptive Text Grade VII-9 at SMPN 14 Malang by Masrul Huda (2012).* [33] The research question is :

a. How can mind-mapping strategy develop the student writing ability in descriptive writing grade VII-9 at SMPN Malang?

This study was focusing on solve the problem related to how the student generate and organize the ideas to write the topic. This study proposes mind mapping with the propose mind mapping with proper model to develop the seventh year student ability in writing descriptive text. The design of this study is collaborative classroom action research. The researcher and the teacher worked together in cyclic activities-planning, implementation, observing, and reflecting on the data gained from the teaching and learning process with run into cycles. The recommendation for the future research is to conduct the research by implementing Mind Mapping strategy in other language skills. It is done to know whether or not Mind mapping strategy can be used to improve listening, speaking and reading skill.

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[33] Masrul Huda, *Mind Mapping Strategy to Develop Students' ability in writing descriptive text grade VII-9 at SMPN 14 Malang.*

4. The fourth study entitled *Employing Response Journal Writing Strategy to Improve Writing Skills at First Year of SMPN 8 Malang by Ema Aji S (2012.[34]* The study was designing to improve students' writing skill through employing response journal strategy. This study was a classroom action research, which consisted two cycles. The result of this study showed that the response journal strategy was able to improve student-writing skill in term of fluency. There were some procedures followed in employing response journal writing.

From the previous study, the question has not answered is, the correlation between learning strategies and proficiency level in essay writing. Therefore, the researcher answer those question in this research.

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[34] Ema Aji S, *Employing Response Journal Writing Strategy to Improve Writing Skills at First Year of SMPN 8 Malang.* (Malang: Unpublished thesis. English Education Department of Undergraduate Program, State University of Malang, 2012).