

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter provides an insightful explanation uncovering the concept of the study conducted. The explanations are related to the teaching strategies and teaching writing in EFL context from the writing skill and its teaching practice in EFL context.

#### **2.1 Teaching Strategies for Teaching English Writing Skills**

Teaching is the process of delivering the information, value, and ability from the instructor, teacher, tutor, mentor, trainer to their students or learners. As Bakhurst (2020) said that “teaching” incorporates the transmission of knowledge and can lead to the development of abilities, talents, or know-how in addition to the construction of beliefs. Then there is the term "strategies" in teaching, which are the instructional methods, designs, or approaches teachers employ in order to facilitate students learn and needs as well as its learning goals. According to, if these two terms are merged to the phrase "teaching strategy", it refers to a collection of instructional activities that are intended to facilitate students' learning and provide the necessary resources and direction (Akdeniz, 2016).

There are patterns of strategy utilization among teachers which are named as teaching strategy profiles. That is because teachers may use a combination of strategies rather than just one (Rasku-Puttonen et al. 2011). This may be affected by the level of a school and can have a significant impact on teachers' strategies (Käsper et al. 2019). Moreover, contextualizing teaching strategies is important since they can be needed for a variety of subjects and links between various ideas (Hattie, 2015).

In the process of teaching the language, there is a need for a strategy that teachers should implement to ensure the teaching and learning process achieves its goal. Incorporating modern viewpoints on learning, technology, and student diversity, the term "strategy" in teaching expands onto a number

of educational theories that teachers could utilize as their teaching strategies. Moreover, there are principles that should be implemented by teachers in their strategies for teaching writing skills that are provided by Abulhul (2021) as listed below.

1) Teachers approach students holistically

Teachers have to approach each student as a holistic unit of society and acknowledge all components of their distinctive profiles, such as knowledge, personalities, language proficiency, and learning style. By implementing this principle, teachers can better support their students to identify areas that students require to strengthen in their writing activity.

2) Teachers implement varied teaching strategies

Teachers should employ a variety of strategies to satisfy the educational needs of every student since every student learns and absorbs information of the writing material and content differently.

3) Teaching strategy adjustment

It is important for teachers to adjust their teaching practice to suit the various learning styles of their students writing process. Because teaching strategies that work for one lesson may not work for another, and what works for one student may not work for another.

These teaching strategies in English language teaching may be implemented by teachers in the EFL context, particularly for teaching writing skills. It shows that teaching strategies is one of crucial elements of language teaching and learning which need to be considered properly in its implementation by teachers in their teaching activity.

Hence, this teaching strategies framework by Abulhul (2021) helps to investigate the strategic orientations of teachers when it comes to teaching writing, particularly how they modify their lessons to meet the various demands of their students. In line with differentiated instruction and reflective teaching principles, Abulhul's (2021) framework places a strong emphasis on

using a variety of teaching tactics, engaging with students holistically, and adjusting those strategies. These components are essential to comprehending how teachers design and carry out adaptable teaching strategies to encourage writing development in EFL classrooms.

## **2.2 Teaching Writing Skills in EFL Context**

Writing skill is a social and cognitive process that entails the ability to intentionally and structurally construct meaning through words. Writing skills should not only be seen as a mechanical ability but also as a kind of communication that is influenced by context, audience, and goal. Writing skills involve generate ideas and thoughts, use proper grammar and vocabulary, arrange them rationally, and keep the written work coherent and cohesive. (Hyland, 2003; Mutoharoh et al. 2021).

In teaching writing skills context, teachers guide students to be able to write through the strategies that are divided into two kinds of approaches. The writing process approach that requires students to recursively go through the stages of writing (brainstorming, planning, mind-mapping, first drafting, peer feedback/revising, editing, final drafting, evaluation and teachers' feedback) and the writing product approach that requires students to recursively go through the stages of model text studying and highlighting its features and structures, practicing the features or structures in a controlled manner, the ideas organization, and choosing between comparable writing assignments based on their individual competence (Steele, 2004). Regarding to these approaches, this research was focused on process-based approach.

There are so many contexts of writing skills, one of which is paragraph writing. Paragraph writing is the first skill that has to be mastered. It is because a paragraph is the smallest writing unit and the smallest division of a composition, which gives a specific shape for the basic unit of composition (Rahman, 2022). According to Maulida et al. (2022), before beginning to write essays, research papers, articles, theses, academic journals, dissertations, and other types of writing, it would be less difficult to become

proficient in paragraph writing. For this reason, educators should provide students with all the resources they require to help them comprehend the material and write paragraphs successfully for composing a great written product.

Good paragraphs will be creating a great written product if they have topic sentences, supporting sentences, and concluding sentences, completed with the presents of introducer, developer, unity, order or arrangement, language variety, coherence (appropriate order of supporting sentences) and cohesion (aligned supporting sentences), modulator, organization, readability, sentence connector, substitution, and terminator (Chanyanuvat, 2017). An example of the written products created by good paragraphs is functional texts or genre texts (descriptive, narrative, eexplanation, procedure, recount, etc).

In this research context, the genre of text created is a recount text, it recounts past events and typically in the chronological sequence in which they occurred (Anderson & Anderson, 2003). This writing genre serves a social function by recounting prior experiences in chronological order. Experiences, diaries, private letters, and incident reports are examples of recounts. Wisdhawan and Kumalarini (2014) cited in Laili and Muflihah (2020) stated that there are three types of recount texts; first, personal letters, emails, and diaries, which are categorized as personal recounts; the second is factual retelling, like that found in scientific studies and news articles; the third is imaginative retelling. Astrid (2010) in Ningrum (2013) also explains that as it is similar to narrative texts because it recounts an action or event that occurred in the past. The difference is recount texts retell stories that have been proven true, whereas narrative texts relate stories that occurred in the past and have not been proven.

In terms of teaching English writing skills for EFL context, specifically in Indonesia Junior High School where this study was conducted, is important. It is because English subjects need to be completed by students in junior high

school for their educational development. Especially for writing context, students must be able to be skilled in writing competence because it will also impact their language competency. As Ningsih (2016) has explained, English is a required subject in junior high school where students pick up all the fundamentals and English language abilities. Moreover, in Indonesia's national curriculum, junior high school students must be able to communicate meaning through functional written texts and brief pieces of writing in order to engage with the productivity, surrounding environment, and everyday context. Furthermore, Husna and Multazim (2019) said that receptive and productive skills are the two macro skills of language. Speaking and writing are the two abilities that make up productive skills. These abilities have an impact on the communication process. Students should ideally understand the guidelines for communicating with people and gathering information. One of the productive language-use skills that should be learnt is writing. That is why teachers need to find out the most appropriate strategies for teaching writing in order to complete students' needs.

In teaching writing skills especially when students' first language is not English, teachers should prepare their teaching strategy in a more effective way before the teaching process as well as the need assessment to know what the learners need. As Maulida et al. (2022) have said that to assist students in improving their writing abilities, the teacher ought to take consideration about the factors that impact their writing performance in composing a written product because it makes difficult to assess students' writing abilities.

In the writing process, there are four key areas of teaching English writing skills strategies that Graham (1997) identified. The areas of teaching writing can be briefly explained as follows:

1. Knowledge of Writing and Writing Topics  
This area emphasizes understanding the characteristics of good writing, including text structure, grammar, vocabulary, and genre conventions.

Teachers also help students develop content knowledge and familiarity with topics to write effectively for good writing.

2. Skill for Producing and Crafting Text  
Writing skills involve mastering the mechanics of writing (e.g., spelling, punctuation, handwriting, or typing) and the ability to organize ideas coherently. This includes teaching students how to develop a clear writing product, provide supporting details, and ensure logical flow.

3. Process for Energizing and Motivating Participants to Write with Enthusiasm

Teachers should inspire students to write by creating a supportive environment and fostering interest in writing tasks. This can include using meaningful prompts or thought-provoking questions, encouraging creativity, and providing opportunities for self-expression.

4. Directing Thought and Actions Through Strategies to Achieve Writing Goals

This area involves teaching students effective strategies for planning, drafting, revising, and editing their work. Along with improving their self-control and metacognitive abilities, it also entails establishing clear objectives to help them concentrate on their writing and track their progress.

This framework of teaching writing areas by Graham (1997) provide a comprehensive view of how teachers handle the affective and cognitive aspects of teaching writing. This paradigm makes the teaching writing strategies extremely relevant for an EFL writing setting by ensuring that it covers the teaching of writing as a skill, a process, and a motivating practice.

Those key areas have elements in the form of instructional strategies. Graham and Perin (2007) examined a number of teaching writing elements as instructional strategies that are founded through meta-analysis to determine

the best practices for instructing adolescent learners in writing. The elements are concluded as below.

### 1. Process writing approach

Writing is approached as a multi-step process that involves planning, drafting, revising, and editing in a process-oriented approach. This tactic helps students create final drafts that are of a higher value. Providing them with self-regulated techniques is essential to assisting them in controlling the writing process.

### 2. Explicit teaching of skill, process, and knowledge

This element included consistent, straightforward, and methodical instruction in order to support student mastery of writing knowledge and writing competencies to support writing abilities.

- a. Summarization and text structure: teaching students how to summarize texts improves both their writing and comprehension abilities, especially when it comes to expository writing. Then, teach students the structure of particular text kinds, like narratives or persuasive essays, through explicit and methodical instruction.
- b. Grammar, sentence combining, strategy instruction: teaching grammar explicitly and methodically, conducting sentence-combining instruction helps students create complex sentences, which enhances the sophistication and fluidity of their writing, and provide methodical instruction to practice students how to plan, revise, and/or edit texts.

### 3. Scaffolding students writing

The integral component of process writing approach and explicit teaching that provides some form of assistance by teacher for students' writing progress and comprehension.

- a. Prewriting: encouraging students to participate in prewriting exercises like ideation, outline creation, and brainstorming improves the structure and flow of their written works.
- b. Inquiry-based learning: students investigate subjects through study or inquiry, fostering a deeper comprehension of the material and improving written argumentation.
- c. Procedural facilitation: this includes offering external resources (such as prompts, manuals, hints, guides, or heuristics) that are intended to help with one or more writing processes, including planning or revising.
- d. Collaborative writing: engaging students to write collaboratively fosters improved writing quality as well as peer learning and feedback. Improvements in content, organization, and mechanics result from collaborative efforts.
- e. Product goals: students' task performance improves when clear and precise goals are set for writing assignments. This helps students focus on meeting specified criteria and comprehend expectations.
- f. Study of models: examining mentor texts, or well-produced written samples that exhibit outstanding writing, gives students observable models to follow and strengthens their understanding of writing rules, style, and organization.
- g. Feedback: this entails getting feedback from teachers or other students regarding how well their written work is done.

#### 4. Alternative modes of composing: word processor

One example of alternative modes to compose a writing product better is word processors. Word processors improve students' abilities to edit and modify their writing, which results in higher-quality writing when used in writing training.



## 5. Extra writing

Particular kinds of writing exercises are included into content learning to enhance students' comprehension of the material and encourage the incorporation of writing abilities with information development.

*(the detailed information of the elements are provided in Figure 2.1).*

Treatment	Definition
Process writing approach	This approach to teaching writing involves extended opportunities for writing; writing for real audiences; engaging in cycles of planning, translating, and reviewing; personal responsibility and ownership of writing projects; high levels of student interactions and creation of a supportive writing environment; self-reflection and evaluation; personalized individual assistance and instruction; and in some instances more systematic instruction.
Explicit teaching of skills, processes, or knowledge	
Grammar	This instruction involves the explicit and systematic teaching of grammar (e.g., the study of parts of speech and sentences).
Sentence combining	This instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.
Strategy instruction	This instruction involves explicitly and systematically teaching students strategies for planning, revising, and/or editing text (Graham, 2006a). Instruction is designed to teach students to use these strategies independently. Writing strategies range from processes, such as brainstorming (which can be applied across genres), to strategies designed for specific types of writing, such as stories or persuasive essays.
Summarization	This instruction involves explicitly and systematically teaching students how to summarize texts. This can include teaching strategies for summarizing text or instructional activities designed to improve students' text summarization skills.
Text structure	This instruction involves explicitly and systematically teaching students knowledge about the structure of specific types of text, such as stories or persuasive essays.
Scaffolding students' writing	
Prewriting	This involves students engaging in activities (such as using a semantic web or brainstorming ideas) designed to help them generate or organize ideas for their composition.
Inquiry	This involves engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate and concrete data (e.g., comparing and contrasting cases or collecting and evaluating evidence).
Procedural facilitation	This involves providing external supports (such as prompts, guides, hints, or heuristics) designed to facilitate one or more writing processes, such as planning or revising.
Peer assistance when writing	This involves students working together to plan, draft, and/or revise their compositions.
Study of models	This involves students examining examples of one or more specific types of text and attempting to emulate the patterns or forms in these examples in their own writing.
Product goals	These involve assigning students specific goals for the written product they are to complete.
Feedback	This involves students receiving input from others about the adequacy of their written product.
Alternative modes of composing: Word processing	This involves students using word processing computer programs to compose their composition.
Other: Extra writing	This involves students spending extra time writing or doing a particular kind of writing.

Figure 2.1 Elements of Teaching English Writing Skills

The framework of instructional strategies in teaching writing by Graham and Perin (2007) is adopted for interview guidelines and observation checklists because the framework is evidence-based. It offers measurable markers of the best writing pedagogical techniques. The 5 main components

of this framework consist of: process writing approach; explicit teaching; scaffolding; alternative composing modes; and extra writing. These components are known to enhance writing results, particularly for adolescent students, and are based on a meta-analytic study. By implementing the framework, the researcher is able to objectively record instructional quality and teaching practices during writing lessons. Hence, this framework is also adopted for being the cornerstone for the data analysis stage.

### **2.3 Previous Studies on Strategies in Teaching Writing**

Previous studies about teaching strategies in teaching paragraph writing skills have been explored by researchers in an academic manner. In this section, the researcher will provide three studies in the national context and three studies in the international context that have been studied in this field.

For the national context, the first study comes from the article research conducted by Suriyanti and Yaacob (2022). This study explores the teaching strategies implemented by teachers in teaching descriptive writing and how much the descriptive writing intervention modified the teaching strategies used by EFL teachers. This study conducted interviews, observation, and student writing to collect data of the topic provided. The results showed that because the teachers lacked expertise and comprehension of writing approaches, they employed limited strategies while instructing students in writing. However, they enhance their teaching strategies after using the writing intervention.

Then, the second study of the national context came from a research article entitled ‘guided writing to improve the students’ writing ability of junior high school students’. This study was conducted by Ningsih in 2016. The background reason of the researcher who conducts this study is because the researcher found a phenomenon related to the students’ writing problem in one junior high school. The problem consists of students’ struggles in making a written work of their ideas and views as well as students’ language elements competency including grammar and vocabulary. The study

conducted a classroom action research for a research method and used observation and writing tests for collecting the data. The findings of this study demonstrate that guided writing may handle the found issues of teaching writing and the implementation of guided writing can be also utilized for EFL teachers in teaching writing activities.

The third study comes from an article entitled '*R.A.F.T as a strategy for teaching writing functional text to Junior High School students*'. This study was conducted by Alisa and Rosa (2013). This study discusses how teachers should take a consideration on their used teaching strategy to make a successful learning process. In the teaching writing context, Alisa and Rosa argue that RAFT strategy can be implemented in teaching writing skill because this strategy contributes to enhancing students' motivation in their writing process.

For the international context, the first study conducted by Hussain (2019) who studied strategies for teaching academic writing to Saudi l2 learners. This study gained the data through questionnaires. The majority of responders, according to the study, employ strategies like brainstorming and outlining. When L2 learners used these writing strategies, their performance was above average. However, L2 learners prefer EAP teachers to focus more on the fundamentals of ESP, such as vocabulary, grammar, and writing strategies. Some of them also prefer EAP teachers to enhance their instructional methods and foster an inclusive learning environment for their students.

The second study is the research conducted by Ka-kan-dee and Kaur (2015). The study entitled 'Teaching Strategies Used by Thai EFL Lecturers to Teach Argumentative Writing' aims to see teaching strategies implemented and the difficulties in teaching argumentative writing by those EFL instructors. The study conducted semi-structured interviews and a stimulated recall interview to two Thai EFL instructors. According to the findings, the two lecturers employed the following strategies to teach their students how to

write argumentative product: (1) utilizing a variety of in-class activities and inputs to encourage students to become active learners, such as group discussions, pair work, explanations, debates, and illustrations; (2) evaluating sample texts and sharing what they've learnt in class; and (3) recognising their students' learning preferences and giving them the resources they need to improve their writing abilities.

The third study of international context comes from a research article by Gashaye and Muchie in 2021. Their study entitled 'the effect of teacher scaffolding on students' paragraph writing skills in the efl classroom: the case of grade nine students in Meneguzer secondary school, Amhara regional state, Ethiopia'. This study organizes quasi-experimental research with explanatory sequential mixed methodology for collecting and analyzing the data. The utilized instruments in this study consist of interviews, questionnaires, and tests. The study findings claim that the results of the questionnaire and interview analyses also showed that the teacher's scaffolding encouraged and started the experimental group of participants to get better at writing. Therefore, it can be said that teachers' scaffolding significantly improves students' writing abilities. Therefore, it encourages students to work on their writing abilities on their own.

These previous studies similarly conduct the research about strategies in teaching writing skills. However, these previous studies have focused on specific kinds of teaching strategies. There is limited research on teaching strategies based on a thorough instructional approach that frames the contextual gap in this research. Diverse competence and language proficiency levels also little exposure to English outside of the classroom present a particular phenomenon for EFL limited instruction in the research setting. Suriyanti and Yaacob (2022) found that teachers need to consider the instructional strategies in their teaching activity and comprehend the writing approaches. Hence, recent studies provide an investigation on teaching

strategies based on instructional approaches in teaching writing adapted from Graham and Perin (2007) framework.