

Chapter Two

Literature Review

To acquire the framework of the issues, this literature review chapter discusses some terminologies used and related discussions of this study. Then, this chapter reviews theories and related studies which are relevant to this study. Afterwards, the conceptual framework is elaborated at the end of this chapter.

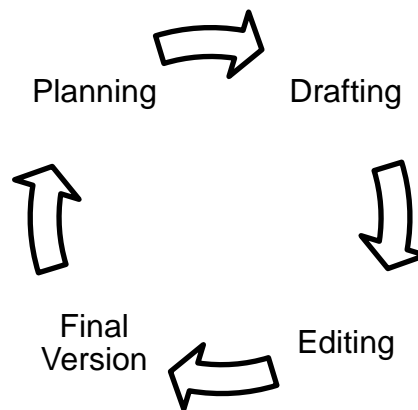
The Concept of Writing

Writing. Byrne (1988) stated that writing is producing a sequence of sentences that are arranged in a particular order and linked together in certain ways. After a sequence of sentences is being put in order and linked together, it will form a coherent whole in which it is called as a text. Besides, Elbow (1973) as cited in Brown (2001) clarified that writing is figuring out the meaning and then putting the meaning into a language. The meaning represents what people think, it is because a writing process reflects things in the people's mind. Another definition of writing comes from Celce-Murcia (2002) who argued that writing is an act of communication which requires an interaction between a writer and a reader through a text. In addition, Nunan (1998) affirmed that writing is a process of discovering new ideas, words, and sentences, and then putting them into a draft. As well, Palmer (1994) as cited in Fitriana (2011) specified that writing is a process of finding out and organizing new ideas, putting them on a paper, reshaping them, and revising them. To conclude, writing can be described as a process of producing a series of sentences as a result of thinking and discovering new ideas and opinions into a written form.

Process of Writing

Process of writing. Harmer (2004) proposed several steps that called as process of writing. He explained that students need to include those steps since it can benefit students in producing a good written text. Those steps encompass planning, drafting, editing, and final version. Process of writing is illustrated as a wheel because there might be recursive process in writing process such as re-planning, re-drafting, and re-editing before getting the final version of work.

Figure 1. The process of writing by Harmer (2004)



The first step is planning. Planning is one of important parts in writing process. Writers need to think and make a plan on what they are going to write through making notes or illustration. In this stage, writers have to consider the purpose of writing, audience or whom writers write to, and content structure or what writers write about. The second step is drafting. Drafting means starting point of writing, and it consists of brainstorming. In this stage, writes need to try starting to write what have planned before. There might be a number of drafts before getting the final version of work. The third step is editing. Editing is essentially needed to be done in writing process. Self-correcting, peer and tutor

reviewing are certainly good to be included in writing process. Reviewing the information included, ideas written, language and vocabulary used will strongly fruitful for writers to reflect and revise what they have written so that they can produce a good written text. The fourth step is final version. Writers will get the final version of their writing after doing planning, drafting, and also editing before. Writers will see the significant differences on their first to final edited work.

The Concept of Academic Writing

Academic writing. Oshima and Hogue (2007) defined academic writing as a kind of writing which is used in high school and college classes, and it is totally different with creative writing since it has its own requirements. Moreover, Bowker (2007) also defined academic writing as a special genre of writing which has its own set of conventions. As well, Weigle (2002) as cited in Linda (2008) explained that “academic writing is used to test students’ ability to plan and write an essay or other extended text without the use of outside assistance or resources. Therefore, he affirmed that the main goal of academic writing, especially at the university level, is to train students to produce writing under timed conditions in their academic courses, and thus it is essential for them to be able to organize, write, and edit a composition in a relatively short amount of time” (p.16).

Brown (2004) described that academic writing is one of three most common genres of writing which students might produce, and it can be papers, general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports (e.g. lab reports), theses and dissertations. Besides, Bailey (2006) also defined that academic writing is a

writing genre that is commonly produced by students who are studying in schools and universities, and it is often found by students as a challenging course since it requires them to adopt its conventions, its referencing rules, and its layout. This is in line with Whitaker (2009) who clarified that in essence, academic writing is the writing which language learners have to do for higher education courses. Some teachers possibly have different names for its assignments (essay, paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay), but all of these assignments have the same objectives and principles.

Additionally, Whitaker (2009) proposed two main principles of academic writing. First, it comprises the context of how the content of academic writing should be like. The first main principles encompass six linguistic ethics including clear purpose, clear point of view, single focus, logical organization, strong support, and clear and complete explanation. Second, it includes the context of some important ethics that also define academic writing quality. The second main principles encompass four supporting ethics including audience engagement, effective use of research, correct APA style, and effective writing style. Those principles will be described in the following paragraph.

The first main principles of academic writing which focus on the context of how the academic writing content should be like comprise six linguistic ethics. *First*, academic writing should have a clear purpose. It refers to the nature of why an academic writing is written. The most common purposes used are persuasive, analytical, and informative. *Second*, it should have a clear point of view. This means that writers have to show and describe their own original ideas, thoughts, and perspectives clearly. *Third*, it should contain of a single focus. This means

that each sentence in academic writing should support the thesis statement. There is no need irrelevant, unnecessary, unimportant, and also contradictory information. Writers only need to strengthen and reinforce their own ideas in line with the thesis statement. *Fourth*, academic writing should encompass logical organization. This means that academic writing have to follow a standard organizational pattern. For instance, for academic essays and papers, there is an introduction, body paragraph, and conclusion. To be noted, each paragraph in academic writing principally leads to the next one. *Fifth*, it has to be supported strongly. In academic writing, each body paragraph has to have both reasonable and adequate reasons and evidences in order to support the thesis statement and topic sentence powerfully. This supports can be a list of facts, examples, descriptions, and quotations. *Sixth*, it should have clear and complete explanation. In academic writing, writers have to consider readers' understanding. Therefore, writers need to explain their own thoughts and ideas evidently and completely.

The second main principles of academic writing which focus on the context of some important ethics that also define academic writing quality include four supportive ethics. *First*, academic writing needs to engage the audience. This means that writers need to consider gaining audiences' attention to what truly discussed in their writing. Writers need to try seriously engaging audiences with ideas and catch their interest with attractive writing style. *Second*, it needs to consider effective use of research. It means that the content should refer to a variety of current, high-quality, professional and academic source. Besides, the sources should be clarified, analyzed, explained, and then cited in order to get the trustworthy sources and avoid plagiarism. *Third*, it has to correct in APA style.

All academic writings should follow the guidelines of the American Psychological Association (APA) style. It is regarding in-text citations, references list, and format. *Fourth*, in academic writing, writers have to pay attention on writing style. This means that they need to use their own words whenever possible, try using natural conversational style and avoid writing overly formal.

Hence, academic writing can be described as the most common genre of writing which language learners might produce in higher education level in which it entails them to be able to compose a written language academically, correctly, and in line with its own requirements such as some specific linguistic principles and supportive ethics as explained early. It is also associated with some language features and knowledge such as vocabulary, spelling, and grammar.

Teachers' Role in Teaching Writing

Teachers' roles in teaching writing. In teaching writing, teachers need to consider performing not solely as a language instructor, but also as a motivator, a resource, and a feedback provider (Harmer, 2001). Firstly, Motivating students is essentially needed to be done by teachers in order to make students feel supported and encouraged in their learning process. Motivating students can be done by helping them to generate ideas through creating comfortable and right conditions, persuading them to do some helpful activities to their learning process, and encouraging them to make efforts as much as possible in order to reach the full benefit of their study. Secondly, students certainly need a lot of information and knowledge supply to their writing process. Therefore, teachers need to act as a resource by telling students that they are available and ready to see students' work progress, and then offering advices and suggestions constructively and tactfully.

Thirdly, teachers need to act as a feedback provider. It means that teachers are required to give feedback on students work in a positive and encouraging way. To be paid attention, they have to focus on students' needs while giving feedback.

Teaching Strategy

Teaching strategy. To assist teachers in helping students on writing process, creating an effective writing class through implementing some helpful strategies are needed to be done by teachers in teaching process. This is in line with Jose and Galang (2015) who argued that to create an effective class, teachers need to learn, adopt, and use strategies to their teaching process. Besides, Kusuma, Yudana, and Marhaeni (2013) pointed out that teachers' ability in organizing the learning process has significant and positive contributions on students' learning achievement in English subject. It shows that teachers need to organize and implement some strategies that could be helpful to teaching process in order to get more leading progress and result.

Armstrong (2013) emphasized that teaching strategies refer to techniques and activities used by teachers in order to help students in learning the course contents and enhancing learning outcomes. In addition, Jose and Galang (2015) clarified that the use of teaching strategies is unavoidable since it is fruitful for teachers to deliver the lessons and help students to absorb and understand the content of lesson. It reiterates that the use of strategies in the teaching process is inevitable since it can help teachers to suit students' needs and strengthen students' weaknesses in order to improve students' learning achievement.

Strategies in Teaching Academic Writing

Strategies in teaching academic writing. Due to the significance of using teaching strategies, teaching academic writing also need to be integrated with some strategies that could be fruitful in achieving the learning objectives. Skilled teacher, including teachers who implement some helpful strategies in their teaching process will facilitate students in improving learning strategies awareness and enable them to use a broader variety of some supportive learning strategies (Messaouda, 2014). Therefore, teachers need to use some supportive strategies in order to foster students' learning progress and achieving the learning goals. In this study, the researcher accentuates on *focus on text* and *focus on process* strategies in teaching academic writing.

Focus on text strategies. Coffin et al. (2003) suggested that in teaching academic writing, teachers need to pay close attention to students' knowledge on some linguistic features comprising text type, rhetorical convention, academic register, and linguistic accuracy.

Text type. This means that teachers are expected to give clear explanation on each text type basic structure and conventions since it will give clarity to students so they can truly understand on text type which they are going to write. This can be done by demonstrating text examples and asking students to practice writing whole texts or sections of texts.

Rhetorical convention. This means that teachers need to consider giving explanation to students on communicative purpose of each text type. Teachers also need to consider assisting students to construct and support their arguments

using some logical reasoning, evidences since academic writing closely related to summarizing and synthesizing work of others. It means that teachers are required to make students become aware on how to reference others' works properly.

Academic register. This means that teachers have to consider assisting students to become aware on academic register which includes a range of linguistic aspects such as formality, sentence structure, specialist terminology, and the personal voice. Formality refers to the use of technical such as capitalization, punctuation, and formal language. Sentence structure relates to complex sentence structure which oftentimes unconsciously written by students and it has no good coherence and cohesion. Specialist terminology refers to preminent vocabulary. The personal voice refers to the avoidance of using of personal voice such as I, we, you, me, my, our, and us. Also, it entails teachers to consider assisting students to be aware on using the appropriate transitional words or phrases and conjunctions since it closely relates to the movement of their writing structure.

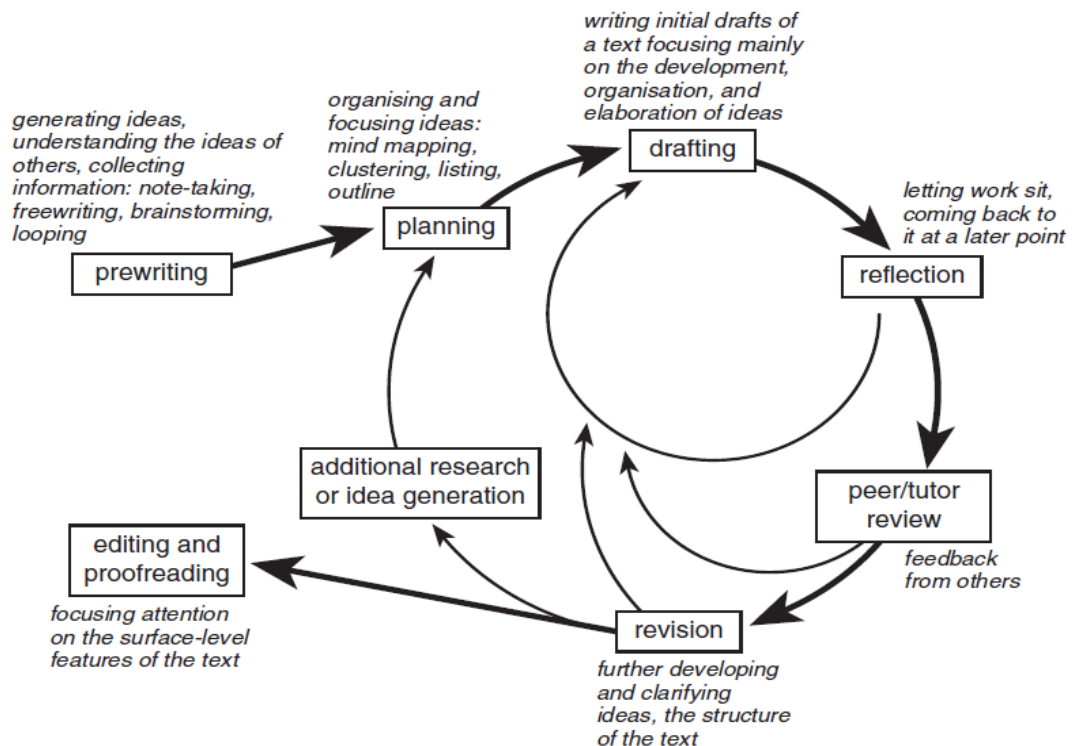
Linguistic accuracy. Students whose first language (L1) background is not English frequently have difficulties in second language (L2) writing, especially on linguistic aspects such as grammar and spelling accuracy. Alternatively, in teaching academic writing, teachers need to consider assisting students on both of them. Spelling and grammar accuracy are linguistic aspects which primarily important to be mastered by students to support their academic writing quality.

Feez (1998) and Hyland (2002) as quoted by Barkaoui (2007) described that focus on text strategies comprise introducing, discussing, examining, demonstrating, and practicing the text-type targets such as argumentative, compare and contrast, and others. To sum up, focus on text strategies require

teachers to explain, discuss, demonstrate, and practice to and with students on some linguistic aspects such as text-type, rhetorical convention, academic register, and linguistic accuracy in order to catch students' understanding and knowledge on those linguistic aspects.

Focus on process strategies. Coffin et al. (2003) emphasized that focus on process strategies primarily point out on either what students do or the stages that are involved to students' writing process. Those stages enclose prewriting, planning, drafting, reflection, peer or tutor review, revision, editing and proofreading. The fundamental principle of this strategy is an iterative process. As figure 2 shows, there might be recursive process in writing process before getting the final version of work such as re-planning, re-drafting, re-reviewing, and re-editing.

Figure 2. The writing process in focus on process strategies by Coffin et al. (2003)



First, the stage is prewriting. Prewriting encompasses some activities such as generating ideas, understanding the ideas of others, and collecting information. Teachers can ask students to do note-taking, brainstorming and free writing which can help them to find ideas, collect information, and activate tacit knowledge.

Second, it is planning. This stage primarily focuses on organizing and focusing ideas. It comprises some techniques such as mind-mapping, clustering, listing, and outlining which are helpful to see a visual representation of ideas at the early stage of organizing. In this stage, teachers need to ask students to review the ideas resulting from prewriting then fitting it into the development of writing.

Third, it is drafting. In this stage, teachers need to ask students to develop a topic using ideas gathered in prewriting and planning stages. Topic development may involve narrowing down a broad focus, removing unnecessary information, or adding appropriate and supportive information. Students who write and re-draft their work tend to have less opportunity to do plagiarism since teachers have seen earlier versions of their work.

Fourth, the stage is reflection. This stage requires teachers to ask students to let their work sit after drafting before coming back to it with a fresh pair of eyes, and possibly with feedback from peers or teachers. Even without input from others, reflection time can allow students to analyze errors and mistakes accurately on some academic writing conventions.

Fifth, it is peer or tutor review. This stage requires teachers to give feedback to students during writing in order to guide students in revising their work. Sometimes, teachers also need to ask students to do peer review. Peer review benefits not solely to assist and help students in improving their writing

performance, but also to foster students' critical thinking development and awareness to L2 writing.

Sixth, the stage is revision. In response to peer or tutor review, teachers definitely need to ask students to refine their work based on feedback and suggestions given. It also enables students to develop and clarify the ideas, text structure, references, and others. This means that students can re-work for it so there will be less of errors and mistakes on their writing.

Seventh, the final stage of writing process includes editing, proofreading, and polishing a piece of work. In this stage, teachers need to remind students to fulfill the mechanics of writing including formatting, referencing, and issues of linguistic accuracy. Editing can be done in response to including research findings and re-building the ideas after getting feedback from peer or teacher. While proofreading and polishing a piece of work need to be done in order to check carefully for errors which may change the meaning or make the ideas difficult to be understood.

Another view that examine the importance of writing process instead the product comes from Nation (2009), he stated that one way of focusing on different aspects of writing is to look at writing as a process. As well, Nunan (1981) clarified that considering writing as a process enables writers to see the act of composition from a different perspective, or focusing as much on itself. He also states that the seeing writing as a process focuses on the steps involving drafting and redrafting a piece of work. In other words, on this *focus on process* strategies, the important one is not solely in the product, but also in the writing process. Therefore, *focus on process* strategies can be developed through writing practices

routinely with effective activities also a better input to help students' perform well in academic writing. To conclude, *focus on process* strategies require teachers to pay more attention on students' writing process by involving some stages as mentioned early and those stages might be recursive depends on students' needs.

Common Obstacles in Teaching Writing

Obstacles. Based on Oxford Dictionary (2008), obstacle is defined as “something that stops progress or makes it difficult” (p. 301). Obstacles are described as something that hinders progress or achievement (Merriam-Webster English Dictionary). Obstacles are also defined as something that blocks so it is difficult to getting movement, going forward, or increasing actions (Cambridge English Dictionary). Thus, it can be summarized that obstacles are things that impede in achieving the better progress, movement, or achievement.

Common obstacles in teaching academic writing. In line with the definitions of obstacles in general as described above, common obstacles in teaching academic writing can be stated as common things that frequently happened and it impedes to get better progress during teaching academic writing. Some experts pointed out some common faced obstacles namely obstacles on students' linguistic development, the physical setting of English Language Teaching (ELT) class, and students' linguistic needs' diversity.

Students' linguistic development. Bilal et al. (2013), Xiao (2007), Lai (2010), Gilchrist and Brown (2011), and Fadda (2012) described that teachers commonly face some difficulties on students' lack of linguistic competences during teaching academic writing. First, Bilal et al. (2013) pointed out some obstacles on spelling and grammar accuracy, sentence structure, and creativity.

Second, Xiao (2007) highlighted some obstacles on students' lack of using appropriate lexical expression and students' ability in mechanics, grammar, sentence structure, paragraph coherence, rhetorical patterns, revision, and academic writing requirements. Third, Lai (2010) defined some obstacles on students' failure in delivering a clear focus of a paragraph, students' ability to use the language rules properly, and students' limitation in expressing ideas and thought so they frequently write down their academic writing without giving attention on academic conventions. Fourth, Fadda (2012) highlighted some obstacles on students' grammar mastery including on subject-verb agreement, pronoun-antecedent agreement, and students' skills in using appropriate vocabulary and phrases. Fifth, Gilchrist and Brown (2011) declared some obstacles on students' low writing skill, students' limited skill in critical thinking, and inadequate reading input and comprehension skills.

Physical setting of ELT class. Another obstacle that frequently confronted by teachers during teaching academic writing is on the physical setting of ELT class. Bilal et al. (2013) highlighted that teachers frequently face an obstacle on the physical situation of ELT class such as uncomfortable environment like overcrowded and noisy classrooms. Besides, Xiao (2007) identified a common obstacle which might be faced by teachers during teaching academic writing in the development and great-quantity population countries such as China comes from the physical setting, including Indonesia. Physical setting refers to development countries which frequently still have big-sized class and it makes teaching and learning process become ineffective since it is too overcrowded. Big-

sized class also tends to make teachers seem ignoring individual needs' differences.

Students' linguistic needs' diversity. Another common obstacle which is frequently faced by teachers in teaching academic writing is students' linguistic needs' diversity (Olson and Land, 2007). Students' linguistic needs' diversity become a serious challenge for teachers since they need to deal with individual linguistic needs' diversity. This challenge is certainly not an easy thing to do; teachers need to consider that each individual has her/his own capability and needs.

How to overcome the confronted obstacles

In response to some common obstacles that are commonly faced by teachers during teaching academic writing, some expert proposed some techniques such as giving feedback and involving brainstorming, free writing practice, quiz, and discussion to deal with those faced obstacles.

Giving feedback. There are some experts who argued that giving feedback is one of promising techniques to deal with students' lack of linguistic competences. First, Bilal et al. (2013) explained that giving feedback can be one of techniques to do in order to deal with students' lack of linguistic competences. Second, Xiao (2007) affirmed that facilitating students both inside and outside the classroom through providing feedback can help teachers to address students' weaknesses in academic writing. Third, Fowler, Aaron, and Okoomian (2007) confirmed that facilitating students in writing process such as giving feedback potentially can help them to perform better in academic writing. Fourth, Fadda (2012) explained that reviewing students' work can help teachers in addressing

both of students' weaknesses and students' linguistic needs' diversity in academic writing. Fifth, Giridharan (2012) also claimed that students essentially need teachers' feedback since it is crucial for enhancing better content, structure, and overall language proficiency.

Involving brainstorming, free writing practice, quiz, and discussion.

Bilal et al. (2013) proposed brainstorming, free writing practice, and either test or quiz as techniques that can be done to overcome students' lack of linguistic development. As well, they proposed discussion as a technique to engage classroom audience so an obstacle on overcrowded and noisy classrooms as a result of big-sized class can be handled. Besides, Fadda (2012) explained that asking students to do planning including brainstorming before writing an academic writing can help teachers in addressing both of students' weaknesses and students' linguistic needs' diversity in academic writing.

Review of Related Studies

Strategies in teaching academic writing have studied by a number of researchers. Therefore, the researcher reviews some related studies since it can support the discussions of this study. The summary of those studies are presented in order to highlight the findings and main points of it concisely.

Firstly, it discusses a review on a study entitled "*The Effect of Using the Process Approach to Writing on Developing University Students' Essay Writing Skills*" which conducted by Alodwan and Ibnian (2014). This study aims at identifying EFL non-English major students' essay writing skills components need and examining the effect of using process approach to writing on improving EFL university students' essay writing skills. This study was conducted at World

Islamic Sciences and Education University in Amman, Jordan. This study employed an experimental research method which involved an experimental group as a given treatment group and a control group which did not get any treatment. The experimental group was taught by process approach, while the control group was taught using conventional method. The instruments of this research were a checklist (to identify the essay writing skills needs) and a pre-post essay writing test and its scoring scale. Then, the score of the experimental and control group were compared in order to address the research issues. This research revealed that the use of process approach has positively influenced EFL university students' essay writing skills.

Second, it discusses a review on a research entitled "*Integrated Approaches to Improve Students Writing Skills for English Major Students*" which studied by Tangpermpoon (2008). This research aims at investigating the effectiveness of integrating product, genre, and process approaches to writing instructions on improving students' writing competence. This research was conducted at Department of English at Assumption University, Bangkok, Thailand. To answer the research problems, it adopted an experimental research method. The results of this research indicated that integrating more than one approach showed the superior impacts on students' academic writing competence.

In summary, the researcher used those two previous related studies as the core knowledge in conducting this study. Those previous studies provided deeper information regarding their research focus and method. They focused on examining the effect of using product, genre, and process approach to students' academic writing skills. The findings of those studies essentially supported this

study since the focus of strategies used is equal, there are genre and process approach. *Focus on process* strategies which mean in this study have the same concept and principles with process approach that is used in those two previous studies. While *focus on text* strategies which mean in this study not solely includes genre as the focused aspect like Tangpermpoon's study, but it also focuses on the rhetorical convention, academic register, and linguistic accuracy. This means, this study provides varying findings and broaden discussions.

Conceptual Framework

It has been mentioned previously that teaching academic writing principally needs to be supported by some helpful strategies. This study aims at identifying some EED teachers of UMY strategies used and the obstacles faced together with the solutions in teaching academic writing. It emphasizes on *focus on text* and *focus on process* strategies that become the main references at obtaining and investigating the data of this study.

First, this study focuses on the concept of academic writing for teachers because it has close relation to the way they teach and deliver it to their students. *Academic writing* term in this study is defined as one of genres of writing which requires language learners to be able to compose a written language academically, correctly, and in line with its own requirements comprising some specific linguistic principles (including clear purpose, clear point of view, single focus, logical organization, strong support, and clear and complete explanation) and some important ethics (including audience engagement, effective use of research, correct APA style, and effective writing style). It is also associated with some language features and knowledge such as vocabulary, spelling, and grammar.

Second, this study attempts to identify some EED teachers of UMY strategies in teaching academic writing. This study accentuates on *focus on text* and *focus on process* strategies. *Focus on text* strategies means that teachers need to pay close attention to students' knowledge on some linguistic features including text type, rhetorical convention, academic register, and linguistic accuracy. While *focus on process* strategies require teachers to focus on some stages in students' writing process such as pre-writing, planning, drafting, reviewing, and refinement. Either implementing one strategy or integrating those two strategies is perceived can help teachers to catch students' weaknesses and meet students' needs in academic writing.

Third, this study intends at investigating the obstacles faced by some EED teachers of UMY in teaching academic writing. The most common obstacles faced enclose three major problems namely on students' linguistic development, students' linguistic needs' diversity, and the physical setting of ELT class. First, obstacles on students' linguistic development refer to students' lack of linguistic competences. Second, an obstacle on students' linguistic needs' diversity refers to challenges that should be faced by teachers in order to deal with individual needs' diversity. Third, an obstacle on the physical setting of ELT class refers to big-sized class that results an overcrowded and noisy classroom situation.

Fourth, this study intends at finding out the techniques to overcome those confronted obstacles. Giving feedback and involving brainstorming, free writing practice, test or quiz, and discussions are offered as the solutions in response to dealing with those faced obstacles. Giving feedback and involving brainstorming, free writing practice, and quiz are techniques that are proposed to cope with

students' lack of linguistic competences and students' linguistic needs' diversity, while discussions benefit teachers to engage big-sized classroom audiences that are frequently too overcrowded and noisy.

However, the discussions are not limited to these explanations. Other evidences emerged from in-depth interview were also discussed to the findings of this study. So, the data that were reported have a wide variety and an intense discussion.

Figure 3. Conceptual framework

