CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature in this research, such as: the definition of writing skill, purpose of writing, writing processes, the definition of language learning strategies, classification of language learning strategies, and how to apply the language learning strategies in writing skill.

2.1 Writing Skill

2.1.1 The Definition of Writing skill

Writing is a communicative process. Through writing, people can inform others, can express their opinions, feelings, ideas and thoughts each other. Tarigan in Faisal & Suwandita (2013) states that writing is the language skills which is used to communicate indirectly, without having face to face with other people. Therefore, it is one of the four basic skills that are very complex and important to learn.

Writing is the mental work of finding ideas, thinking about how to express them, and arranging them into a statements and paragraphs that will be clear to a reader (Nunan, 2003, p. 88). Writing include the organization of words, phrases, clause, and sentences in the paragraphs and texts. Writing was copying words, dictation, sentences, and translation and just putting the pieces of language together (Davoudi, Adel, & Dadras, 2015). Writing involves activating a complex set of resources. These include content knowledge, linguistic knowledge (grammar,

vocabulary and text structure) and strategic understanding (certain of relevant information).

Writing is seen as a process which is the writers discover and reformulate ideas as they attempt to create meaning. It is more of a problem solving activity than an act of communication (Hyland, 2008). This relates to how people approach a writing task as a solution to a series of problems. Hyland (2008) states that writing is about discovering and formulating ideas as writers create personal meaning. Writers not only put an idea in a paper but also have goals, plan extensively, drafting, revising, and editing are recursive and potentially simultaneous.

According to Harmer (2007, p. 31) writing is often not time-bound in the way conversation is. When writing, people frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consults grammar books, dictionaries, or other reference material to help them. In obtaining writing skills, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text and the writer goes through some activities such as control of content, vocabulary, format, sentence structure, punctuation, spelling and letter formation (Davoudi, Adel, & Dadras, 2015).

Moreover, according to Anjayani and Suprapto (2016) writing is the activity of making a recording language, including the usage of vocabulary and structure of language in a paper or any other areas to express the idea and message from the writer. It means that through writing, writer can express the idea and message as the activity of making a recording language.

From definitions above, the researcher concludes that writing is a language skill which is used to express an information in a written texts. Through writing, people can inform others, can express their ideas, feelings, opinions, and thoughts each other. It can written on a paper or a computer screen.

2.1.2 Purpose of Writing

Writing skill is one of language skill which has important purpose in human life. In the broadest sense, the purpose of writing is to communicate information and ideas. However, Juzwiak states that there are three key purposes for much of the writing that people will do in the class or college. These purposes are: to inform, to entertain, and to persuade (Juzwiak, 2012, p. 10).

According to Wagner (2002) writing has four major purposes which drive most of the instruction and all of the testing that people experience in high school and college. The four purposes are:

1. Writing to demonstrate information and understanding

    This type of writing is also called expository writing and it takes the form of the content area term papers and essays. For example, the social studies essay that explain the economic, social, political causes of the Civil war.

2. Writing to persuade

    This type of writing requires that people use information to argue a point and prove it. This kind of writing is often called writing for critical

analysis because it is asked not only to select appropriate information but also to use that information to prove a point of view.

3. Writing to narrate a story or personal experience

This type of writing requires that people tell a story in order to demonstrate information, knowledge, or personal experience.

4. Writing in response to literature

This type of writing requires that people read and analyze a piece of literature in one of the four major genres; poetry, drama, prose fiction and prose non-fiction.

Moreover, Hedge (2005, p. 9) states that teachers have decided an interesting set of purposes for writing which includes the following points:

1. For educational purposes, to contribute intellectual development and to develop confidence and self-esteem

2. For real purposes, to fill students' need, as a goal of learning

3. For humanistic purposes, to allow quieter students to show their strengths

4. For creative purposes, to develop self-expression

5. For classroom management purposes, as a calm activity which settles students down

6. For pedagogic purposes, to help students learn the system of language

7. For acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way

8. For assessment purposes, as way of establishing a learner's progress or proficiency

From the explanation above, the researcher concludes that the purposes of writing is the reasons why people arrange a particular piece of writing, such us to gives some information or explain, to entertain, and persuade to reader. Focusing on purpose of writing help people to know what form of writing to choose, what kinds of evidence to cite, how formal and informal the writing style should be, how to focus and organize the writing, and how much should be written.

2.1.3 Writing Processes

Writing is one of the important skill that need to be learned in English learning. To obtaining a good writing skill, the writers must be notice to several processes or stages in writing. Writing is seen as a process where the writers find and formulate their ideas when they try to create meaning (Hyland, 2008). According to Hyland (2008) states that writers do not create texts by thinking, writing, editing, but keep jumping between these stages:

Figure 2.1. A flow chart of the writing process by Hyland

The flow chart shows us that:

1. writers have goals and plan extensively

2. writing is constantly revised, often even before any text has been produced

3. planning, drafting, revising, and editing are recursive and potentially simultaneous

4. plans and text are constantly evaluated by the writer in a feedback loop

According to Hedge (2005, p. 52) the process of writing is often described as consisting of three major activities, there are pre-writing, drafting and redrafting, and editing. Besides that, Hedge (2005, p. 51) explain the process of writing contains a number of activities which can be represented as in figure bellow:
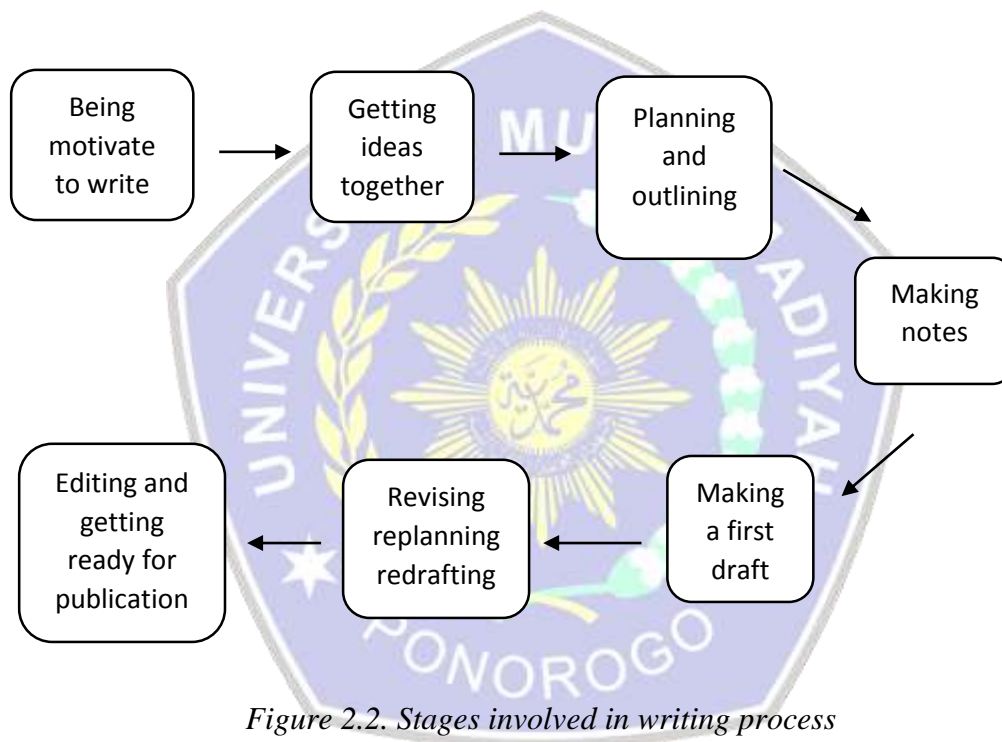

Figure 2.2. Stages involved in writing process

Moreover, according to Nunan (2003, p. 89) writing instruction is not just the product, but began to include the entire process of writing-invention, drafting, feedback, and revision. It means that writing is a process to produces a written. The first process begins with finding ideas. Next, writer response by making some sentences become a paragraph. Then, the paragraph in revise again by the writer.

Then, the writer get feedback from reader that involve their write. Finally, the process of writing will be achieved.

Harmer (2007, pp. 4-6) states that there are four main stages in writing process. Those are planning, drafting, editing, and final version.

1. Planning

    Harmer (2007, p. 4) stated that in planning process, there are three main issues have to be thought by writers. Those are the writer have to decide the purpose of writing, writers have to think about language styles, and the writers have to consider the content.

2. Drafting

    Harmer (2007, p. 5) stated that drafting is the first version of a piece of writing. In this stages the writers should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

3. Editing

    Harmer (2007, p. 5) stated that in editing the writers read again what they write as a draft to check their writing if there any mistakes.

4. Final version

    After all process have done, the writers make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens if there are many change in editing process, any unimportant information stated in the draft can be deleted.

From statements above, the researcher concludes that the writing process not only finished just create texts by thinking, and writing, but also need planning, drafting, editing, feedback, and revising. The finished writing needs to be given feedback, if there is an error in the texts, it will be revised and edited again to get the perfect writing.

2.2 Language Learning Strategies (LLSs)

2.2.1 The Definition of LLSs

Strategies are specific methods of approaching a problem or task, modes of operation for reaching a particular end, planned designs for manipulating and controlling certain information (Brown, 2000, p. 113). In order to define LLSs, Oxford (1990, p. 8) states that learning strategies are specific actions taken by the learner to make learning faster, easier, more enjoyable, more self-directed, more effective, and more transferrable to new situations. Richards and Plat in Longanathan & Khan (2016) stated that learning strategies are deliberate behavioral thought used by the learners during learning so as to better help them understand, learn, or remember new information.

Language Learning Strategies (LLSs) are defined as the techniques for reaching a particular goal usually over a period using a language (Longanathan & Khan, 2016). According Wenden and Rubin in Ha (2008) learning strategies are any sets of steps, operations, plants, routines used by the learner to facilitate the acquiring, storage, retrieval, and use of information.

Moreover, Cohen (2014, p. 7) states that language learner strategies are thoughts and actions, operationalized and consciously chosen by language learners, to help them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance.

From definitions above, researcher concludes that language learning strategies are specific methods, actions and thoughts, operationalized and consciously chosen by language learners to make learning easier, faster, more enjoyable, and more effective.

2.2.2 Classification of LLSs

Language learning strategies are one of the important subject of research that need to be researched. Many researchers had attempted to classify the learning strategies. O'Malley and Chamot (1990, p. 99) have divided strategies into three groups: cognitive, metacognitive, and social/affective.

1. Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning.

2. Metacognitive strategies are higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity.

3. Social/affective strategies involve either interaction with another person or ideational control over affect.

According Rubin in Liu (2010), she describe three major kinds of strategies, that is: learning strategies, communication strategies, and social strategies. Learning strategies are consisting of cognitive and metacognitive strategies, which

directly affect the development of the language system constructed by the learner. Rubin's metacognitive strategies consist of various processes such as planning, prioritizing, setting goals, and self-management. Cognitive strategies consist of clarification or verification, guessing, practice, deductive reasoning, memorization, and monitoring.

Moreover, Cohen (2014, pp. 11-24) consider some of ways to defining language learner strategies, that is:

1. Language learning versus language use strategies

    Language learning strategies include strategies for identifying the material that need to be learned, distinguishing it from other material if need be, grouping it for easier learning, having repeated contact with the material, and formally committing to memory whatever material is not acquired naturally through exposure. Whereas, language use strategies put the emphasis on learners are using material at whatever their current level of mastery, and involve at least four subsets of strategies: retrieval strategies, rehearsal strategies, coping strategies, and communication strategies.

    Retrieval strategies are used to extract the language material from storage by means of whatever memory searching strategies the learner can do. Rehearsal strategies are usually used to prepare the learner for language use. Coping strategies involve two types of strategies: cover strategies used to create an appearance of language ability so as not to look unprepared, foolish, or even stupid and compensatory strategies used if certain language knowledge is lacking. Communication strategies have been seen as the verbal (or non-verbal)

first-aid tools that may be used to deal with problem or disorders in communication.

2. Language strategies by skill area

A second way to classify strategies is by skill area. Considering that is a skill constitutes the ability to do something, strategies are used to operationalize this skill. Therefore, using the skills-based approach, the strategies are roles in operationalizing both the receptive skills of reading and listening, and the productive skills of speaking and writing.

Strategies are also used for skills that cross-cut these basic skill areas, such as the learning and use of vocabulary and grammar and the use of translation. First skill area is the learning and use of vocabulary, for example, learners need to learn certain words just to be able to understand the words when they hear them, while other words are needed for speaking or writing. Second skill area is that of grammar. The use of strategies can be an effective way to remember problematic grammar rules, when the use it, and how to apply it. The third skill area is that of translation strategies, in that learners may translate strategically when they listen to someone talking or TV show, that is they may just translate certain words or phrases to help in comprehension, rather than attempting to translate everything.

3. Language strategies by function

A third way to classify strategies is in terms of their function, namely metacognitive, cognitive, affective, or social (Chamot 1987; Oxford 1990; Oxford 2011). Metacognitive strategies deal with pre-planning and pre-

assessment, online planning and monitoring, and post-evaluation of language learning activities and of language use events. Cognitive strategies consist the perception, awareness, reasoning, and conceptualizing processes that learners undertake in both learning the target language and in activating their knowledge. Social strategies include the means employed by learners for interacting with other learners and native speakers, such as through asking questions, asking for an explanations or verification, and cooperating with others in order to complete tasks. Affective strategies help student regulate their emotions, motivation, and attitudes.

4. Other way to classify strategies

There are still other ways that strategies could be classified, that is: by age, by proficiency level, by gender, by specific language or culture. Cohen (2014, p. 21) states that the fact that the learners' age is an important variable when classifying strategies is proven by teachers who have taught learners at widely different age levels. Other way is by proficiency level, research suggest that learners at a given proficiency level may favor certain receptive or productive strategies (Cohen, 2014, p. 22). Thus, the differences in age, proficiency, gender, and specific language or culture can influence differences in the use of strategies in language learning.

Oxford (1990) separates strategies into two strategy orientations and six strategy groups, the Strategy Inventory for Language Learning (SILL). The strategy orientations are a direct learning orientation consisting of cognitive, memory, and linguistic deficiency compensation strategy groups, and an indirect learning

orientation consisting of metacognitive, affective, and social strategy groups. Oxford (1990, p. 17) presented information on how the three kinds of indirect strategies and three kinds of direct strategies can be applied to the four language skills.
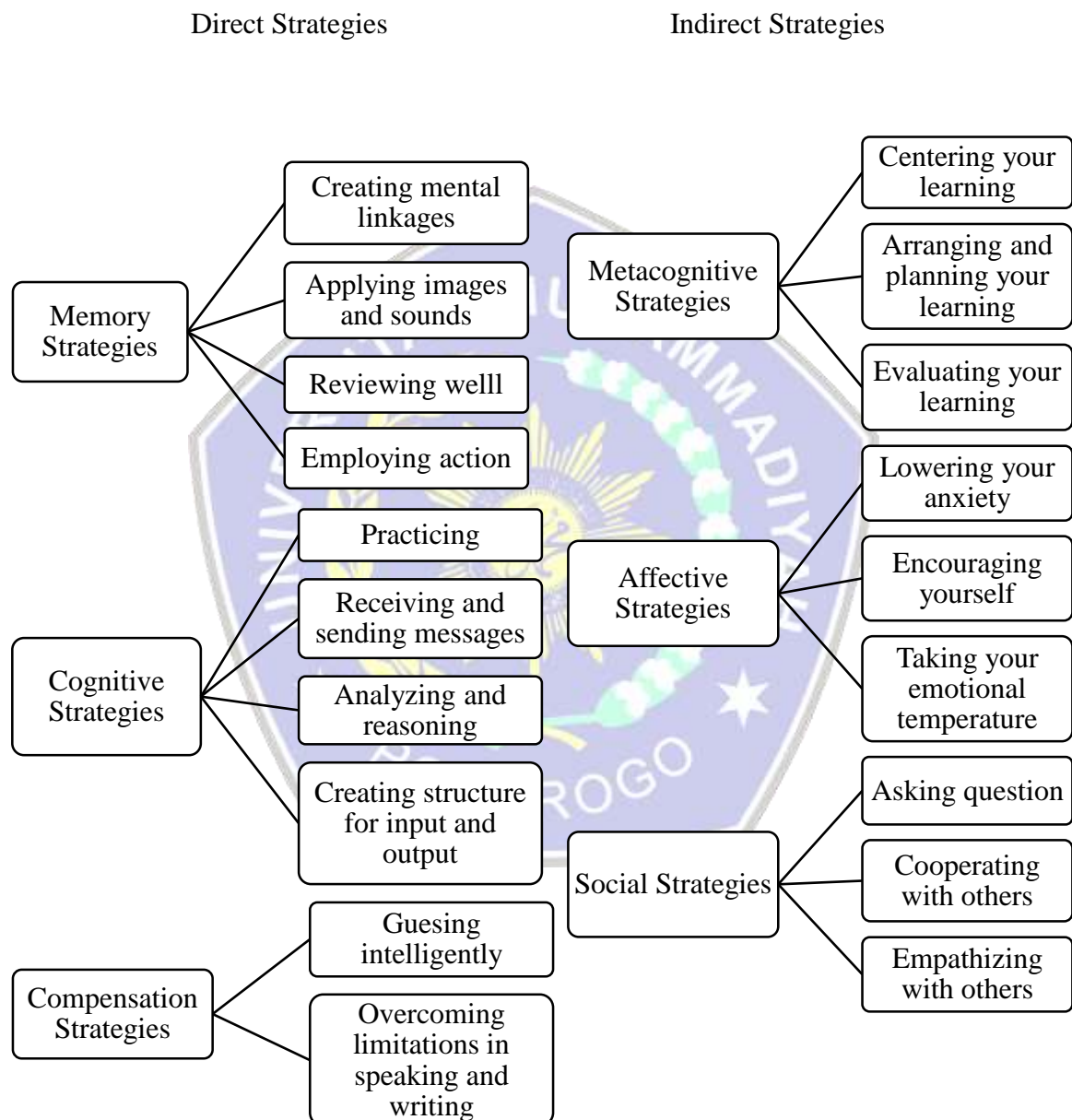
Direct Strategies   Indirect Strategies

Figure 2.3. The strategy system showing two classes

Figure 2.3 indicates how the six strategy groups are subdivided into a total of 19 strategy sets.

1. Direct learning orientation strategies are those requiring mental processing of the language which involves the identification, storage, retention, or retrieval of words, phrases, and other elements of the target language.

2. Indirect learning orientation strategies concern the management of the learning and include activities such as: activities planning and monitoring, needs assessment, and outcome evaluation. The indirect strategies also involve aspects that aid the learner in regulating emotions, motivation, and attitudes.

According to Oxford (1990, p. 9), the six groups of strategies are explained as follows:

1. Memory strategies have a highly specific function which is help students store and retrieve new information, for example, grouping or using imagery.

2. Cognitive strategies enable learners to understand and produce new language by many different means, for example, summarizing or reasoning deductively.

3. Compensation strategies allow learners to use the language despite their often-large gaps in knowledge, for example, guessing and using synonyms.

4. Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (Oxford, 1990, p. 136).

5. Affective strategies deal with emotion, motivations, attitudes, and values (Oxford, 1990, p. 140).

6. Social strategies include asking question to others, cooperating with peers and proficient users of the target language, and empathizing with others.

From classification above, researcher concludes that the classification from some experts, such as classification from O'malley and Chamot, Rubin, Cohen, and Oxford is almost same. However, Oxford's model is a more complex structure. The model consists of six strategy groups, such as metacognitive, affective, cognitive, memory, compensation and social strategies. Oxford (1990) presented information on how the three kinds of indirect strategies: metacognitive, affective, and social, and the three kinds of direct strategies: memory, cognitive, and compensation strategies, can be applied to the four language skills.

2.2.3 How to Apply the Language Learning Strategies in Writing Skill

Writing skill is one of language skill which is used to express an information in a written texts. To get a high writing abilities, learners need some tactics or strategy in learning. Students with high writing abilities reported using significantly more metacognitive, affective, cognitive, and effort regulation strategies than those with lower writing proficiency (Raoofi, Binandeh, & Rahmani, 2017).

2.2.3.1 Applying Direct Strategies to Writing Skill

Direct strategies include of three strategies, that is memory strategies, cognitive strategies, and compensation strategies. Oxford (1990) presented information on how the three kinds of direct strategies can be applied to writing skill.

2.2.3.1.1   Memory Strategies

Memory strategies focus mostly on the storage function (Oxford, 1990, p. 58). It is because that is the initial key to learning, but some general comments are included about the retrieval function as well. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production.
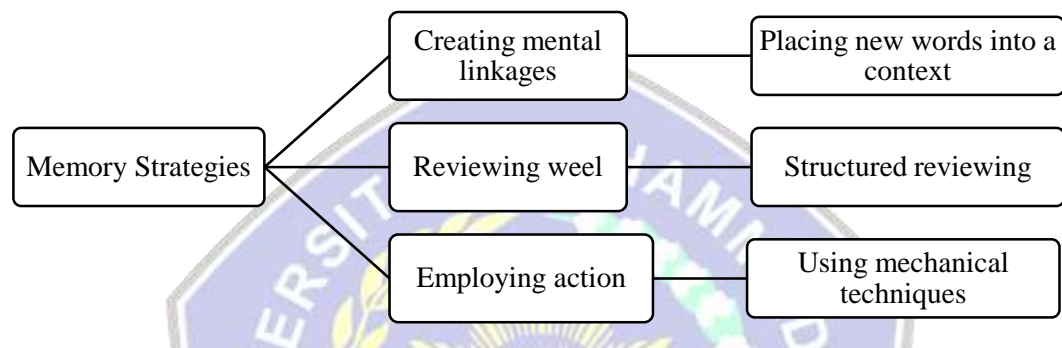

Figure 2.4. Memory strategies to be applied to writing skill

1. Placing new words into a context

This strategy consists of placing new words or expressions that have been read or heard into a meaningful context, as a way to remembering it, such as a written or spoken sentence. Written selection often present new words in a meaningful context. However, students sometimes find some written lists of words or phrases they must learn with no supporting or explanatory context. In such cases, it helps learners to create their own context.

2. Structured Reviewing

Structured reviewing useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and

then increasingly far apart. For example, one of students is learning a set of vocabulary words or a material in English. The student practices them immediately, with a review 15 minutes after the initial learning, then practices them an hour later, two hours later, the next day, four days later, a week later, three week later and so on until the material becomes more or less automatic.

3. Using Mechanical Techniques

According to Oxford (1990, p. 68), in order to keep in mind what has been read or heard, mechanical techniques strategies was adapted as a beneficial strategy in learning. For example using flashcard.

2.2.3.1.2   Compensation Strategies

Compensation strategies help learners to overcome knowledge limitation in all four skills, especially writing skill. Oxford (1990, p. 90) states that compensation strategies are also useful for more expert language users, who fail hear something clearly, who occasionally do not know an expression, or who are faced with situation in which the meaning is only implicit or intentionally vague.
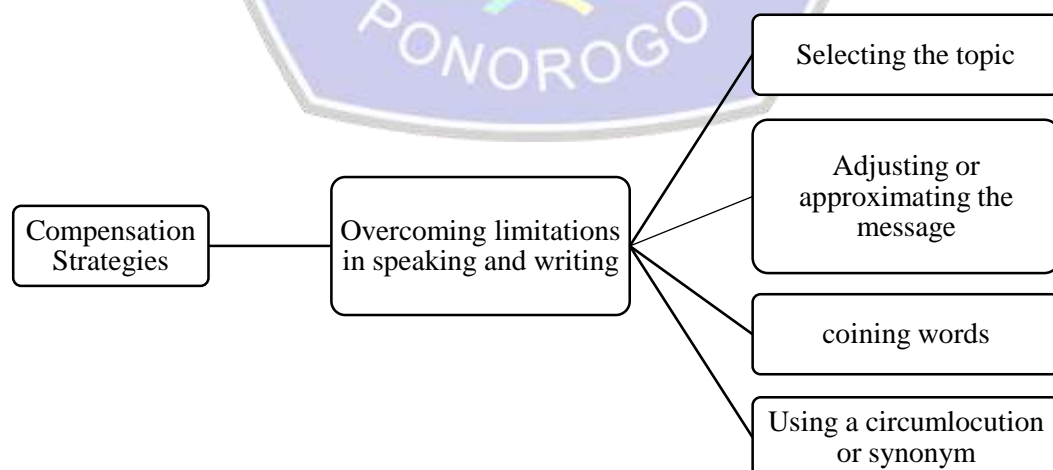

Figure 2.5. Compensation strategies to be applied to writing skill

1. Selecting the topic

   When using this strategy, the learner chooses the topic for the text. Learners want to sure that the topic is one in which they are interested and for which they process the needed vocabulary and structure. Writers in any language sometimes use this strategy, but it is particularly valuable to writers in a language other than their own (Oxford, 1990, p. 96).

2. Adjusting or approximating the message

   This strategy is used to change the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different but has similar meaning. For example, learner want to write "*I would have liked to have visited England, but I could not go because I lacked the necessary funds.*", then change to "*I did not go to England, because I did not have money.*"

3. Coining words

   Coining words refers to making up new words to communicate a concept for which the learner does not have the right vocabulary. For instance, student uses the term "*tooth doctor*" instead of "*dentist*" when writing a note to indicate where he is going this morning.

4. Using a circumlocution or synonym

   In this strategy the learner uses a circumlocution (an indirect expression including several words to describe or explain a single concept) or synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. For example, the

student cannot think of the word "*briefcase*", so she writes "*I lost my leather package that holds papers*".

2.2.3.1.3   Cognitive Strategies

Cognitive strategies consists of four sets of strategy, that are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.
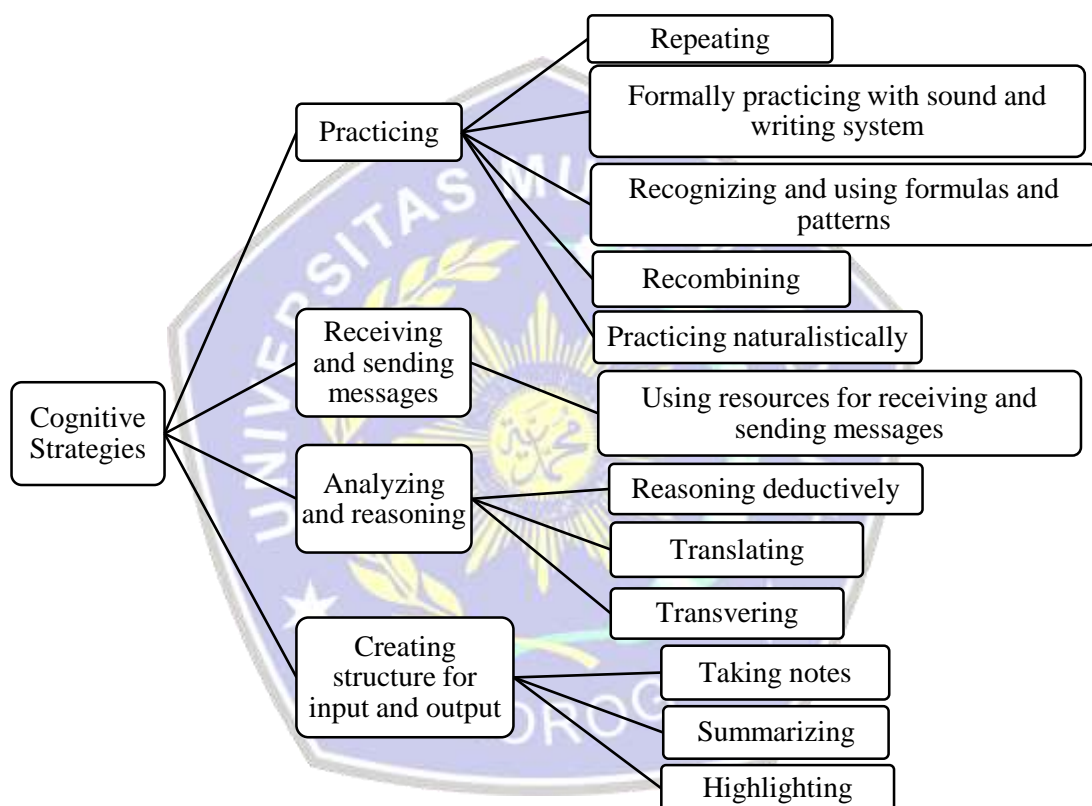

Figure 2.6. Cognitive strategies to be applied to writing skill

1. Repeating

According to Oxford (1990, p. 70) repeating can be used in highly innovative ways, although the strategy might not at first sound particularly creative, important, or meaningful, is actually for all four language skills, and

virtually always includes some degree of meaningful understanding. The strategy of repeating involve saying or writing the same thing in several time.

2. Formally practicing with sound and writing system

This strategy also main on learning new writing system necessary for using the target language. Formal practice with writing system can include copying letters, comparing similar-sounding word in the native and target languages in term of their written representation, copying words, using visual imagery and humor to remember new symbols, and putting symbols into meaningful verbal contexts.

3. Recognizing and using formulas and patterns

Oxford (1990, p. 72) states that recognizing and using routine formulas and patterns in the target language greatly increase the learner's comprehension and production. Formulas are unanalyzed expressions, for example, *"How are you?", "Yes, that's right.", "That's not so bad.",* while patterns have at least one slot that can be filled with an alternative word, for example, *"I do not know how to………", "I would like to………".*

4. Recombining

The strategy of recombining incudes constructing a meaningful sentence or longer expression by putting together known elements in new ways. For example, student knows some term for everyday task, such us *"Weather's fine", "I think I did like……...",* and *"take a walk".* Then, the student creates the following new sentences from these three expressions with

some additional words: "*The weather's fine today, so I think I did like to take a walk*".

5. Practicing naturalistically

The strategy of practicing naturalistically can involve many different activities, such as creation of separate products by individuals, individual contributions to multipart products, coauthor ship of a single piece by multiple writers, or exchanges of written messages between individuals or teams.

6. Using resources for receiving and sending messages

The strategy of using resources for receiving and sending messages involves using resources to find out the meaning of what is read or heard, or to produce messages in the new language (Oxford, 1990, p. 81). For example, using dictionaries, grammar books, word lists, encyclopedias, magazines, travel guides, so that learners can better understand the spoken or written language.

7. Reasoning deductively

Oxford (1990, p. 82) states that the reasoning deductively strategies involves deriving hypothesis about the meaning of what is heard by means of general rules the learner already knows.

8. Translating

Translating strategies can be helpful strategy early in language learning, as long as it is used with care (Oxford, 1990, p. 84). This strategy allows learners to use their own language as the basis for understanding what they

hear or read in the new language. It also helps learners produce the new language in speech or writing.

9. Transferring

   According to Oxford (1990, p. 85), transferring strategies directly applying previous knowledge to facilitate new knowledge in the target language, involve applying linguistic knowledge from the learner's own language to the new language, linguistic knowledge from one aspect of the new language to another aspect of the new language, or conceptual knowledge from one field to another.

10. Taking notes

    In this strategy, key point can be written in the learners' own language at first. Depending on the purpose, later note-taking can be written in the target language, thus writing practice.

11. Summarizing

    Writing a summary can be more challenging and something more useful than taking notes, because it often requires greater condensation of thought (Oxford, 1990, p. 88). Summarizing is making a condensed, shorter version of the original passage.

12. Highlighting

    Highlighting strategy by Oxford emphasizes the major points in a dramatic way, such as through color, underlining, bold, initial capitals, capital letters, big writing, and so on.

2.2.3.2 Applying Indirect Strategies to Writing Skill

Indirect strategies consists of three strategies: metacognitive strategies, affective strategies, and social strategies. Indirect strategies work best when used in combination with direct strategies. Direct strategies involve the new language directly, whereas indirect strategies provide indirect support for language learning through focusing, planning, seeking opportunities, evaluating, controlling anxiety, increasing cooperation and empathy, and other means (Oxford, 1990, p. 151).

2.2.3.2.1   Metacognitive Strategies

Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (Oxford, 1990, p. 136). Metacognitive strategies consists of three sets of strategies: centering your learning, arranging and planning your learning, and evaluating learning.
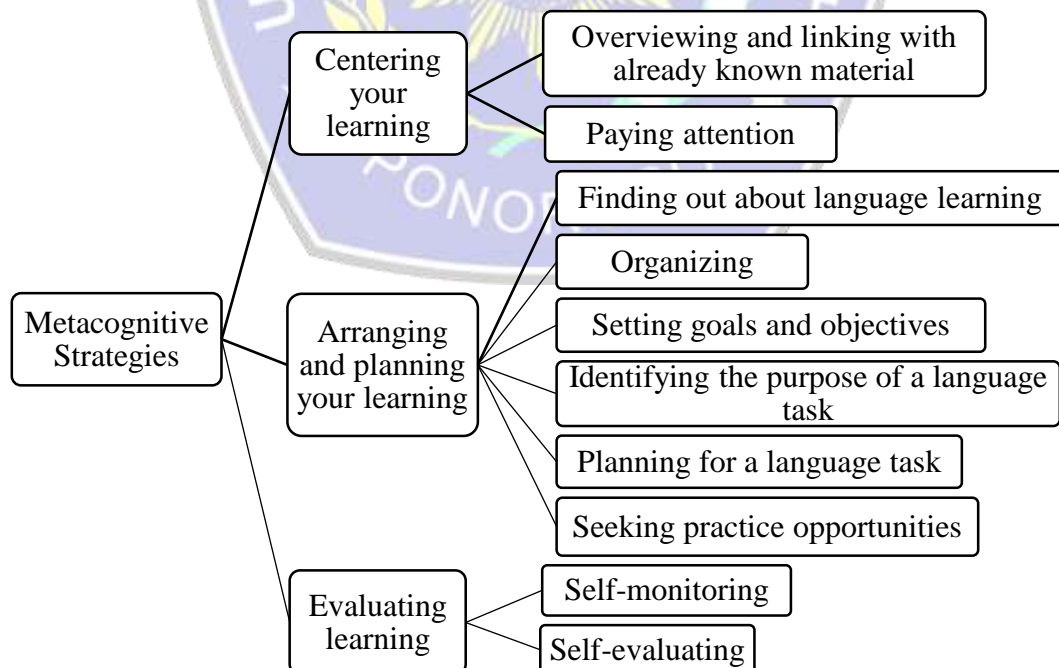

Figure 2.7. Metacognitive strategies to be applied to writing skill

1. Overviewing and linking with already known material

   This strategy involves previewing the material (including new vocabulary) and /or basic principles for an upcoming language activity, and linking these with what the learners already know. There are several activities that help students put out their own ideas and start developing them as preparation for future writing assignments. That is: getting ready to do a writing assignment, student does 10 minutes of "nonstop writing" a kind of written brainstorming in which ideas are not censored. At other times, student brainstorms out loud with a small group or participates in debates to generate ideas in writing.

2. Paying attention

   The strategy of paying attention involves two modes, directed attention and selective attention. Directed attention means deciding generally to pay attention to the task and avoid irrelevant distractors. For example, student will concentrate wholeheartedly on writing a letter in her new language, blocking out noise and interruptions until the student is finished. Whereas, selective attention involves deciding in advance to notice particular details. For example, in writing to focus on at any given time, like structure, content, tone, sentence construction, vocabulary, punctuation, or audience needs.

3. Finding out about language learning

   According to Oxford (1990, p. 156) the strategy of finding out about language learning means uncovering what is involved in language learning.

Learners often do not know much about the mechanics of language learning. Then, learners finding out the information through book or another.

4. Organizing

The strategy of organizing includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook (Oxford, 1990, p. 156).

5. Setting goals and objectives

Goals and objectives are expressions of students' aims for learning. Oxford (1990, p. 157) states that goals for writing might include developing enough writing skill to maintain correspondence with foreign friends, to succeed in school or university courses conducted entirely in the target language, to write acceptable business letters, to write scientific articles publishable in international journals, or to pass the language course.

6. Identifying the purpose of a language task

Oxford (1990, p. 158) states that the strategy of identifying the purpose is an important one, because knowing the purpose for doing something enables learners to distribute their energy in the right direction. For writing skill: the purpose of writing task is related to the type of written format and the needs of the potential audience. Learners will have a great advantage if they know some possible purpose for writing, such as providing factual information, convincing the audience of the validity of a point, persuading someone to act or think in a certain way, entertaining the audience, making the reader feel an emotion deeply, or making a certain mood.

7. Planning of a language task

The strategy of planning of a language task always involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids (Oxford, 1990, p. 159). In using this strategy for a writing task, for instance students realize that they want to write a letter to a friend overseas. Next they decide their letter will require a range of specific language functions (like asking questions, describing, and explaining), a number of structure (such as past, present, future, and conditional), and vocabulary that is adequate to talk about personal things to their friend.

8. Seeking practices opportunities

The strategy of seeking practice opportunities underscores learners' responsibility to generate their own opportunities to practice (Oxford, 1990, p. 160).

9. Self-monitoring

According to Oxford (1990, p. 161) the strategy of self-monitoring does not center s much on using the language as it does on students' conscious decision to monitor, that is, notice and correct, their own errors in any of the language skills. Encourage students to write down their most significant difficulties in their language learning notebooks and try to eliminate them.

10. Self-evaluating

Oxford (1990, p. 162) states that the strategy of self-evaluating involves gauging either general language progress of progress in any of the four skills.

Global impressions are often faulty, and the more specific the learner is in self-evaluating, the more accurate the evaluation.

Using this strategy in writing skill, learners can review samples of their own work, note the style and content of the writing, and assess progress over time. They can compare their writing with the writing of more proficient language users and with that of their peers. Some important criteria are sentence length, complexity of thought, power of arguments, written organization, accuracy, and social appropriateness (Oxford, 1990, p. 163).

2.2.3.2.2   Affective Strategies

Affective strategies refers to emotions, attitudes, motivations, and values (Oxford, 1990, p. 140). It consists of three sets of strategies: lowering your anxiety, encouraging yourself, taking your emotional temperature.
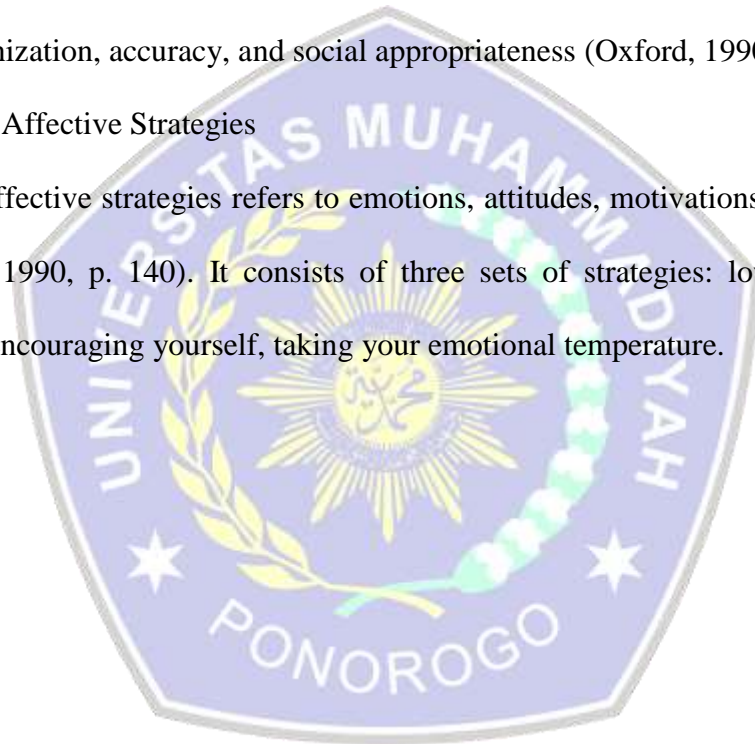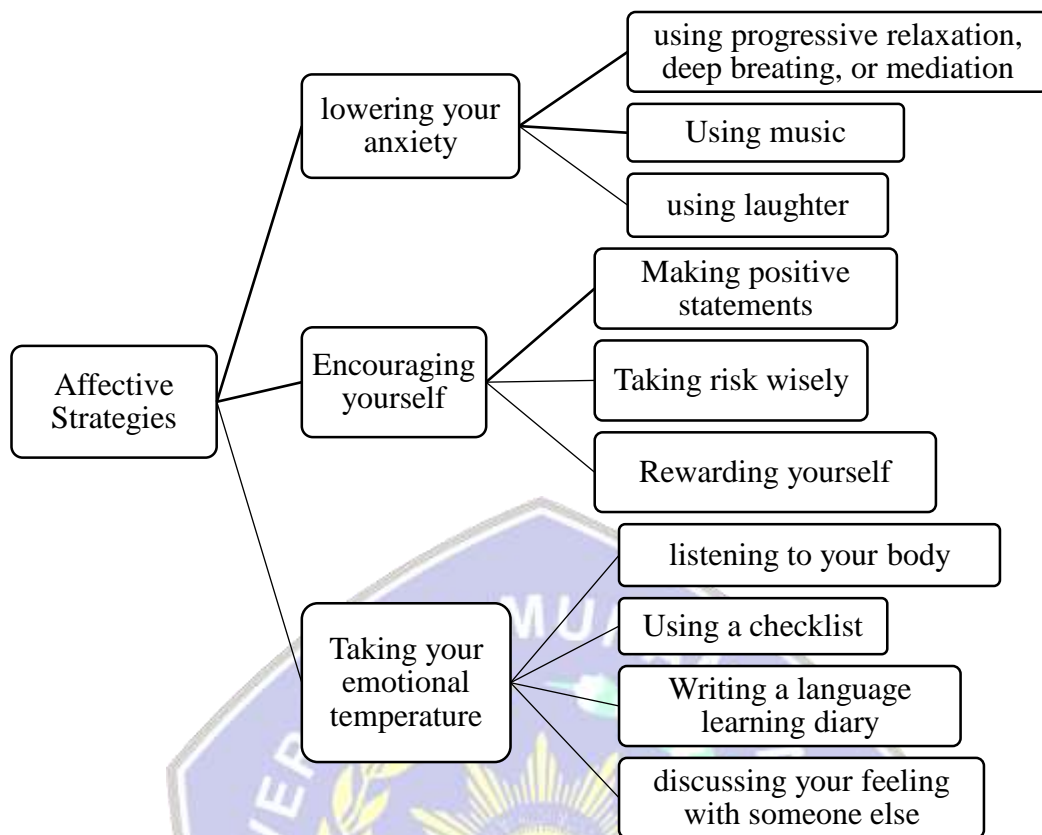
Figure 2.8. Affective strategies to be applied to writing skill

1. Using progressive relaxation, deep breathing, or meditation

   All of these techniques (relaxation, deep breathing, and meditation) can be used in the classroom or just about anywhere else. A few minutes of relaxation in the classroom or at home using progressive relaxation, deep breathing, or meditation will help learners accomplish their learning tasks more peacefully and more efficiently.

2. Using music

   The strategy of using music is useful before any stressful language task. Five or ten minutes of shooting music can calm learners and put them in a more positive mood for learning.

3. Using laughter

Language learners can benefit from laughter's anxiety-reducing powers. Laughter is part of a general atmosphere of enjoyment for learners of all ages.

4. Making positive statements

The strategy of making positive statements can improve each of the four language skills. When used before or during a language activity, positive statements are for self-encouragement. Here are some examples: *"I enjoy understanding the new language, it is okay if I make mistakes,* or *I am reading faster than I was a month ago".*

5. Taking risk wisely

The strategy of taking risk wisely involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties.

6. Rewarding yourself

Oxford (1990, p. 166) states that learners often expect to be rewarded only by external sources, such as from teacher, a good grade on a test, or a certificate of accomplishment. However, learners need more reward that they can get externally, that is reward came from within the learners themselves.

7. Listening to your body

The strategy of listening to your body is related to what the body says. Performance in all language skills is affected by the learner's physical state.

8. Using a checklist

    Learners can use a checklist every day or every few days to assess their feeling and attitudes about language learning.

9. Writing a language learning diary

    In the strategy of writing a language learning diary, learners write a narratives describing the learners' feeling, attitudes, and perceptions about the language learning process.

10. Discussing your feeling with someone else

    Language learning is difficult, and learners often need to discuss this process with other people. The written checklists and diaries can be used as input to oral discussions about feelings and needs related to any of language skills.

2.2.3.2.3   Social Strategies

    Social strategies include of three kinds of strategies, such as asking questions, cooperating with others, and empathizing with others. This strategy can use to get active students in class through interaction with others and sharing of knowledge they have.
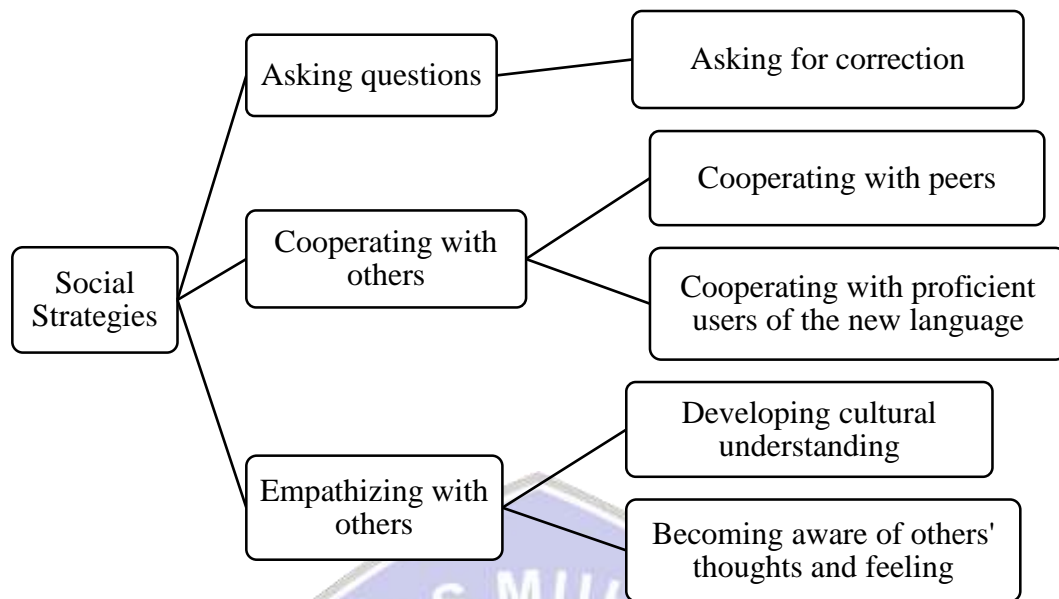
Figure 2.9. Social strategies to be applied to writing skill

1. Asking for correction

   The strategy of asking correction is related to the strategy of self-monitoring, in which students notice and correct their own difficulties (Oxford, 1990, p. 170). For example, some students want to improve their writing, so they ask the teacher to mark his most serious difficulties, and then they try to find the correct form on his own.

2. Cooperating with peers

   The strategy of cooperating with peers involves a concerted effort to work together with other learners on an activity with a common reward or goal (Oxford, 1990, p. 171). For example, student writes a journal and shares it with her friends, then her friends give a comment and feedback.

3. Cooperating with proficient users of the new language

   The strategy of cooperating with proficient users of the new language refers to working with native speakers or other proficient users of the target language, usually outside of the language classroom. For instance, student need to get help from native speaker in order to understand some highly technical written instruction.

4. Developing cultural understanding

   Oxford (1990, p. 172) states that background knowledge of the new culture often helps learners understand better what they learn in the target language. This strategy refers to the learners' efforts to learn the new language by trying to understand the culture of the language.

5. Becoming aware of others' thoughts and feeling

   Oxford (1990, p. 173) states that learners can purposefully become aware of fluctuations in the thoughts and feeling of particular people who use the new language. Learners can become aware of the feelings of others as expressed in writing. Learners can observe the feeling of people with whom they communicate.