

CHAPTER 2

LITERATURE REVIEW

2.1 The Nature of Writing

Writing means conveying thoughts or feelings through written language consisting of words, phrases, clauses, sentences, paragraphs, and discourse. Hyland (1999) said that the components of writing are the arrangement of words, clauses, and sentences that are arranged coherently according to a system of rules. That is, writing requires thinking that can make a series of words, phrases, or sentences. According to Rass (2015, as quoted in Ibnian, 2017), there are several important things in writing such as choosing vocabulary, structuring, and organizing content, including spelling correction, capitalization, and punctuation. In a sense, making good writing requires words or sentences that must follow what will be conveyed. Therefore, the writer needs broad insight and thought so that what he wants to convey can be understood by the recipient or reader. Writers need to understand in assembling words, phrases, clauses, sentences, and paragraphs, which means writing can be created.

Writing is also a means of communication through writing. Through the writing process, we can communicate or convey messages indirectly by using written language or writing instruments as the medium. Firdaus & Sunaryo (2013) stated that writing is a type of communication or social interaction that can connect other people as readers who receive the message. Thus, in communication, there are at least four elements involved, namely: the writer as the messenger, the message or content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message. In this case, you must have an idea and what message will be conveyed to the recipient or reader, so that the idea can be accepted by the recipient or writer. Bakry & Alsamadani (2015) stated that mastering how to organize, regulate writing behavior, review composition, and provide reader awareness are also important aspects to produce good writing.

One of the four skills in English besides listening, speaking, and reading is writing. This writing skill must be mastered by students in Indonesia. Because writing is a supporting activity for students in Indonesia. But many students in Indonesia find it difficult to master one of these skills. As stated by Harima & Ilmiah (2019), writing is something that is easily mastered by language learners. There are so many things that cause language students in Indonesia to experience difficulties, such as not knowing the vocabulary, not knowing the correct grammatical structure, and not even being able to come up with an idea to enter into a piece of writing. In this case, Morse (2016) states that writers must formulate ideas, organize, and sequence points in a logistical order, choose vocabulary, know correct grammar, and put punctuation marks so that they can be written clearly. With this, language learners in Indonesia must continue to hone and train to get used to writing. Grab & Kaplan (1996) stated that writing does not come naturally, but rather is acquired through constant effort and lots of practice. It's not easy to make a writing or text, it takes continuous practice to create correct writing.

2.2 The Principles of Writing

Writing this has its own principle, the goal is that writing activities can be directed and can be understood by the recipient or reader. Blake & Bly (1993) say that this writing principle is easy to ignore. Blake & Bly (1993) say that the recipient or reader must be able to understand what is obtained from the author. Hence grammar and punctuation, and principles of communication, as well as chapters on frequently misused words and phrases. Krotov (2016) states that several principles exist in writing activities including

a. Vocabulary, Correct spelling, and Grammar

Ariyanti & Fitriana (2017) stated that in writing class, the most common errors found were structural, grammatical, mechanical, and vocabulary. If viewed from the principle of writing, this is the basis of writing activities. But this becomes a difficulty for students in Indonesia in writing class.

b. Make a good sentence

The sentences should be clear and concise, second, sentences should be varied and should not all follow the same pattern; also, sentences should contain elements and parts that are parallel. Finally, sentences should contain strong active verbs Kathleen (2003, p. 181).

c. Formulating paragraph

Words combine to form phrases; phrases combine to form clauses while clauses in turn combine to form different shades of sentences, and sentences combine to form stretches of discourse. The possible combinations obtained from the word level to the discourse level require some measure of skill.

The knowledge of a paragraph is enhanced by the following aspects if handled competently:

- a) Word forms
- b) Phrase structures
- c) Clausal structures
- d) Systems of coordination and subordination between clauses in sentences, and
- e) Sequential arrangement of sentences and the semantic interconnections between them in the paragraph (Egbe 1996, p. 55)

It is emphasized that when all these aspects are handled successfully, it will promote efficient and effective communication.

2.3 Writing as a Productive Skills

As one of the productive skills, writing is very important for EFL students, especially for students at the tertiary level, Jabali (2018). In an academic setting, improving students' writing skills is a major goal in education. So that students can develop their writing competence, it is expected to produce well-structured writing, Ceylan (2019). Before students produce writing products, of course, there is a process of how a writer is created. Writing Process In creating good writing, writers must go through several processes. Here are some of the processes proposed by William (2003) as quoted by Abas & Aziz (2017):

a. Pre-write

In this stage, the writer is allowed to think about what ideas will be poured into a piece of writing. According to Williams (2003), this is a time to 'think and reflect' on what effective writers do before they start writing. Discussion, elaboration, what ideas will be developed, how the form of writing will be, and developing paragraphs so that they become good writing.

b. Planning

This stage involves reflecting on the information gathered or ideas that have been thought up in the pre-writing process to design strategies to achieve goals. Planning includes thinking about the ideas that will be developed, then how to solve problems in writing, then what components are at the stage of writing this text.

c. Drafting

Is where the writer starts the first piece of writing that fits into the initial plan of the work. The most important thing here is to get the author's words onto the paper without worrying about spelling or grammar. The author should focus on developing the thesis and its details.

f. Revise

This step occurs when the authors have completed their first draft. The goal is to change the writing to correct some grammatical errors and adapt the plan to the text. In the revision stage, we need to ask for advice from experts, such as teachers, lecturers, or our friends, so that our writing will improve.

g. Edit

After being revised, edits are made. The emphasis is on correcting the problem sentence level, including punctuation, phrase length, spelling, subject-predicate agreement, and style. The goal is to make the text look more professional.

After knowing how the writing process is, we can conclude that writing is a productive skill that understands cognitive processes such as: expressing

intentions, formulating ideas, problem-solving, and critical thinking (Jebreil et al., 2015). The author must have ideas and thoughts to be poured into writing. Because writing is a complex skill. In this case, the writer must be skilled in utilizing graphology, language structure, and vocabulary. The author will focus on linguistic knowledge, such as the proper use of vocabulary, grammar, and language tools. Then the truth of the final product will be created. Brown (2004) says that in composing their work, students must comply with three main requirements, namely: meeting a certain standard of English rhetorical style, using accurate grammar, and writing clarity so that the audience can easily understand the text. To hone all of this, special training is needed so that the writer is biased with the components of the writing. Grab & Kaplan (1996) say that writing does not come naturally but is acquired through constant effort and lots of practice. They also add that the best way to learn any skill is to practice it. To be a good driver, the best way is to drive. Similarly, to become a good writer, the best way is to write more. It can be concluded that writing is important because writing is one of the most important components for Indonesian students. However, writing in English is foreign to middle school or EFL students. Because English is not their mother tongue, English is their second language. So, they have a little difficulty adapting to writing English.

2.4 The Purpose of Writing

The purpose of writing in principle is the expression of ideas and conveying a message to the reader. This statement was put forward by Ur (1991). In other words, writing is one of the skills used to express feelings or ideas that need to be expressed by someone. Writing is a medium for sharing information with readers, for example, by writing essays, articles, etc. As Dietsch in Pensius et al. (2016) stated, "the general purpose of writing may be primarily to inform, persuade, reveal and entertain. a specific purpose involves responding to a particular need for writing" there are so many purposes of writing. Still, the specific one is to make the reader get enough information that the writer is writing. The author must make the reader understand by reading

the text, and the information must be clear. Finocchiaro and Brumfit (1983: 149) in Ningrum (2013), "Writing should strengthen and help expand listening, speaking, and reading skills." Writing is one skill that makes students complicated in exploring their ideas.

In conclusion, writing skills should be strengthened more than other skills. It will be easy if students can write texts, so students will be confident in exploring their ideas. In other words, writing is useful for many purposes. This includes structure, vocabulary, word formation, and other aspects like spelling, capitalization, and punctuation as well.

2.5 Teaching Writing EFL

Learning to write in the middle class must include several competencies that students must learn comprehensively. Students are encouraged to learn several types of text to write, namely: procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and short functional texts. Most teachers in Indonesia teaching writing ask their students to write correctly. Students are asked to write based on text models but are not given knowledge about punctuation, grammar, cohesion devices, coherence, and so on. Mantra & Kumara (2018) said that many English teachers now ask students to write without explaining everything first. Thus, some students may have difficulty constructing the text correctly.

In learning to write, there are what are called micro-skills and macro-skills. According to Brown (2004) that teachers must teach two skills in writing, namely students' micro-skills and macro-writing skills. Micro skills are more appropriate for imitative and intensive types of writing which tend to describe the mechanics of writing at the word level, such as cohesive devices, past tense verbs, and so on. On the other hand, macro skills cover a wider area of writing, such as the communicative form and purpose of written text, main ideas, and supporting ideas, writing literal and implied meanings, and others. Mantra & Kumara (2018) said that this is not just about words but about the whole written

text. Both of these skills must be comprehensively mastered by students to independently be able to write good texts in English.

Brown (2004) explains that micro skills include:

- (1) Production of English graphemes and orthographic patterns,
- (2) Produce writing at an efficient speed according to the purpose,
- (3) Produce acceptable gist of words and use the right word, pattern sequence,
- (4) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules,
- (5) Expressing certain meanings in different grammatical forms,
- (6) Using cohesive devices in written discourse.

While macro skills include:

- (1) The use of rhetorical forms and conventions of written discourse,
- (2) Appropriately fulfills the communicative function of writing, text according to its form and purpose,
- (3) Conveying connections and connections between events, and communication, such as the relationship of main ideas, supporting ideas, new information, given information, generalizations, and examples distinguishing between the literal and implied meaning of writing,
- (4) Correctly convey certain cultural references in the context of written texts,
- (5) Developing and using a range of writing strategies, such as accurately assessing audience interpretation, using prewriting tools, writing fluently on first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback to revise and edit.

2.6 Students' Difficulties in Writing

Byrne (1993) mentions that there are three categories of writing difficulties, namely, linguistic problems, psychological problems, and cognitive problems. First is the language problem. Linguistic difficulties include grammar, vocabulary, language use, and choice of phrases.

Psychological challenges become the next category. Difficulty developing written material or compositional content focuses more on psychological challenges. The last problem is cognitive. This includes content issues and organizational issues. Linguistic problems include grammatical problems, mechanical problems, and sentence structure problems are linguistic problems that hinder the effectiveness of students writing in English (Alfaki, 2015).

The difference between English and Indonesian could be the reason for the limited number of words. When students write English, they tend to use only a few English words and phrases that are appropriate in Indonesian. Even if they try to translate, no equivalent is always found between them. Octaviana (2016) said that psychological problems, lack of motivation, lack of confidence, and writing anxiety were some of the challenges faced by students. If students have all the deficiencies that have been mentioned in a particular learning situation, they will also lose their attention to learning writing skills. Therefore, students must believe in what they say. For this reason, psychological support and nurturing a learning environment are needed to increase students' self-confidence and their psychological challenges.

Clifford (1987) as quoted in Alfaki (2015) stated that learners of English as a second or foreign language face problems in exploring ideas and thinking to communicate with others. The difficulty of students in developing ideas when writing greatly affects the students' writing process. Students will lose the enthusiasm to continue their writing because they are not able to explore ideas for their writing. Furthermore, problem organization is also included in cognitive problems. The difference between the main idea and the supporting idea is the organization of the problem. Raimes (1983, as cited in Alfaki, 2015) states that another challenge of students' writing structures is the inability to distinguish topics and to support ideas or generalizations and specific details.

Writing requires mastery of grammatical and rhetorical devices and conceptual and judgmental elements. The basic thing that makes writing difficult is the use of aspects of language or writing skills such as punctuation, spelling, grammar, and vocabulary. According to Jordan (1997), writing is

often confused by putting words on paper in the same structure with outlines arranged in the appropriate style and vocabulary. The main ideas are organized into several which are often corrected for mechanical and grammatical errors. According to Alfaki (2015), grammatical problems, mechanical problems, sentence structure problems, and diction problems are linguistic problems that prevent students from writing effectively in English.

According to Alfaki (2015), lack of motivation, lack of time, lack of practice, and teacher feedback are the causes of students' writing difficulties. The problem of sentence structure is a linguistic problem that hinders the effectiveness of students writing in English and how we write it. High school students must master writing skills. However, students usually have some problems when constructing a sentence, paragraph, or text. Some problems can be found in the written text. Students who rarely write in English always face some difficulties when the teacher asks them to write down their ideas, thoughts, or experiences.

2.7 EFL Students' Difficulties in Writing

EFL students' writing difficulties are grammar, vocabulary, sentence structure, spelling errors, and others. Ariyanti & Fitriana (2017) said that Indonesian EFL students needed help in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in writing English. In addition, Hasan & Marzuki (2017) analyzed the writing abilities of Indonesian EFL students by asking students to complete writing assignments within the allotted time. Their findings show grammatical problems exist in students' writing, including using plural forms, articles, verb forms, clauses, passive voice, and prepositions. Other contexts of EFL students' writing problems have also been established.

Several researchers have researched the difficulties of EFL students from various schools or other countries. Ahmad (2010) reported that Egyptian students experienced cohesion and coherence problems in writing English. Al-Jaro, Al-Quiadhi, & Ramadhan (2016) showed that Yemeni EFL students

perceive errors and mistakes in writing skills because of the traditional methods and techniques used by writing instructors in teaching writing at Sana'a University. Their study found that the students met difficulties in both coherence and cohesion due to a lack of reading, first language transfer, and low writing practice. It identifies two factors why EFL students face writing problems; internal and external factors; where internal factors relate to their low English proficiency in writing, while external factors refer to the inadequate quality of learning writing skills Husin & Nurbayani (2017).

Several studies have been conducted to investigate the writing skills of EFL students in Indonesia. Ariyanti & Fitriana (2017) conducted a study at a private tertiary institution in Samarinda-East Kalimantan, emphasizing that the quality of writing skills of EFL students was categorized as poor. In short, the findings of this study claim that the writing skills of Indonesian EFL students show unsatisfactory writing performance. Rasyidah & Antoni (2014) conducted their survey in Riau. He noted that Indonesian EFL students had good skills in critical essay writing, while Indonesian EFL students were at an advanced level. As a result, it can be stated that the university EFL student's essay ability in Indonesian was satisfactory.

2.8 Study of the Relevant Research

Utami & Apsari (2020) have researched students' difficulties in writing recount texts through Project-Based Learning. The questionnaire consists of 5 statements related to the writing aspect. Data were analyzed descriptively. The results showed that most of the students had difficulty in writing related to five aspects of writing such as content (23.33%), grammar or language use (56.67%), organization (36.67%), mechanics (43.33%), and vocabulary (26.67%).

Nugraheni & Basya (2018) analyzed scores and sentence construction in the causality of essay writing. The data collection results in the form of student writing scores were compared from each dimension (content, organization, grammar, vocabulary, and mechanics) and error analysis based on word and

sentence levels. The errors analyzed, then, are classified into error types. The results show that the students' writing dimensions are between 2-3 points based on the assessment rubric, which means they are still in the basic and below the author's basis. In addition, the types of errors that were analyzed the most included the use of capital letters, punctuation marks, sentence fragments, spelling, subject-verb agreement, run-on sentences as literal translations from Indonesian, word choice, nouns, prepositions, verbs, adjectives, articles, word order, verb tense, passive voice, possessive ('s), and transitions of words. Learning outcomes can be used as basic data for English teachers/lecturers to find out students' writing difficulties thoroughly from each dimension of writing and types of errors and then to help them write better.

Other researchers have stated the difficulties of students during writing classes, such as Alisha, F., Safitri, N., & Santoso, I. (2019) who found that students' difficulties in writing for EFL students showed that (77.84%) of respondents received difficulty in writing due to lack of vocabulary. Then some respondents (78.38%) often made some mistakes in writing words in English. And the last respondent (64.86%) also felt that their spelling was not good enough. In writing, they have problems with spelling. It's because of them

In addition, a study conducted by Setyono (2014) on teaching writing at the secondary school level found that a product-based approach to teaching writing was still practiced in most schools. Then Liamnimitr and Pochakom (2017) conducted a study to examine the language errors in major English students' writing in Thailand and explore the sources of errors. The results showed that the most frequent errors were punctuation, article, subject-verb agreement, spelling capitalization, and fragment. Researchers Phuket and Othman (2015) have explored the main sources of errors occurring in EFL students' writing. They also investigated the types of errors that came from two sources (interlingual and intralingual errors). The results show that the errors that most often occur are words translated from word choice, verb tense, preposition, and comma. It is recognized that the most common source of errors is interlanguage or mother tongue disorders. Therefore, the research that will

be carried out aims to explore more about the difficulties experienced by students in writing class at the junior high school level.