

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing plays an important role for students who are in the process of learning a language. In Indonesian school, students are required to learn to write different text types. There are some types of text that should be learned by tenth graders, they are : Recount, Narrative, Procedural, News Item and Descriptive. Writing is originating and creating a unique verbal construct that is graphically recorded. Writing engages the brain function as fully as possible, which requires active participation in the processes of left and right hemispheres.

According to Sapkota (2012:70) writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey. According to Nunan (2003:88) writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. It is because writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization.

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). Writing can be divided into sub-skills like descriptive, narrative and expository writing skills Wilcox (2002). The style of what is written will automatically be affected by the status of the addressee, age, profession and relationship with the writer.

Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

According to Nation (2009:113) Writing is an activity that can usefully be prepared for work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum. This is because the students should be able to communicate in the target language in spoken and written language.

Writing is receiving increasing attention as an important tool in teaching. According to Rico (1983) to improve writing skills was adapted to Henry (1985, 1986) to facilitate thinking in classroom settings. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If associations generate further associations, chains of associated words are produced. It is assumed that the writer will be motivated to write further about the connections made during the clustering exercise and that the connections will provide direction for the writing that follows. Henry concluded that clustering improves understanding and retention of concepts by providing students with an approach to learning that facilitates thinking.

Writing is namely the skills of expressing ideas/ideas into writing. Writing the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland, 2003; Mahboob, 2014). Language skills, namely skills in writing and composing sentences, so that readers easily understand them. Writing is also an important aspect and becomes the basis for students to master various subjects. Writing is not a talent that is innate from birth but is an activity that is accustomed to and cultivated. Many people can see a person's individual through a piece of writing, the purpose of writing is for the reader to know, understand and understand the values in a piece of writing so that the reader thinks, thinks or does something related to the content of the writing.

Based on explanation above researcher can conclude that writing is express our idea, experience into a book or another media. Writing is a way to express feelings, idea, opinion. Arguments, willingness and thought in the form of word in sentences. Writing can be briefly defined as the activity of making verbal marks on paper or some other substance.

2. Process of Writing

a. Prewriting

Prewriting is the first stage of the writing process. It includes any directed experience, activity, or exercise that encourages the student to write (Northern Nevada Writing Project, 1986). Teacher direction in the prewriting stage cements student focus and provides clear expectations while minimizing student confusion and failure.

1. Free-writing

Free writing is one of the dependable versatile prewriting techniques which can be invariably used by student-writers to enforce the nucleated dormant thoughts dramatically germinate, prop and plop, sliding smoothly to richly mark the awaiting, impatient blank slice of paper.

2. Questioning Learners

Barnes' (1986) analysis of teachers' questions famously drew attention to the disproportionate number of 'closed' questions, those requiring a predetermined answer, which were asked by teachers. By contrast, 'open' questions inviting exploratory, tentative responses were rare. The implication drawn from Barnes' work is that teachers use questions to narrow and limit thinking to factual recall, rather than using questions to develop learning and understanding.

3. Making a list

Making a list has a functions as brainstorming. Learners will make a list one after another and separate which one is include to major detail or minor one.

4. Clustering

Clustering as a prewriting tool has been defined as: A simple technique which lifts the familiar concepts of brainstorming into a new dimension. Instead of brainstorming by word or phrase association in a linear or random fashion, students are shown how to cluster by centering a key word or phrase, circling it, then allowing each idea to run its course in a line of related words or ideas (Rico & Claggett, 1980). Clustering can be defined as a prewriting technique that enables student-writer to choose an encircled nucleic topic around which whatever may be found in relationship with will be chosen to be jotted down in tree-branch like relationship.

5. Preparing a scratch outline

a scratch outline can often be the most helpful single technique for writing a good paper. It is an excellent follow-up activity to the prewriting techniques already mentioned: brainstorming, free writing, and making a list. In a scratch outline the student-writer can think carefully about the exact point he/she is making, about the exact item that he/she wants to support, and above all, the exact order in which he/she wants to arrange those items. The scratch outline is, then, a

plan or a blue print that will help student-writers achieve a unified, supported and organized composition.

b. Writing the first draft

When learners write the first draft they also have been had additional thoughts and details to make their opinion making sense. If learners face any troubles in grammar, punctuation and spelling learners can leave it and correct their writing produce later. Also get snag just, ask them to give space for it and they can add it later. In this stage emphasize learners to write ongoing and suppose them state an idea and details specifically.

c. Revesing

Revision has been narrowly defined as a separate stage that comes after the complecion of a first or second draft, and one that can be singularly and temporally distinguished from the pre-writing and writing stages. Revision, viewed as a stage at the end of the process. After a writer has already discovered, cogitated, and remembered, is regarded as an isolated non-creative activity. The inherent' difficulty with these assumptions, as has been pointed out according Dietrich (1976) in his counterstatement to Beach, is that Beach assumes in his study that there is an inherent worth to extensive, revision.

d. Editing

One would intuitively expect performance to be superior when the task is to edit another's writing, and there is some experimental evidence to support this as well (Bartlett, 1982). Williams (1981) demonstrated that readers find errors where they expect to find them, as in student essays, and fail to see them where they do not expect them, as in scholarly articles. There is evidence that errors are not equal in terms of how they affect readers and writers. Nystrand (1982) has shown how all errors are not equal in terms of a reader's comprehension, and also how the same error (in the case he mentions, the omission of a comma) can change in communicative importance depending on context.

e. Proofreading

Many people overlook proofreading as something unnecessary to anyone. Proofreading should be looked at as equally important to the paper as any other part of the writing and revision process. According to Noskin (2000) there are certain fundamental concepts that students need to know so that they can construct complete sentences that are correctly punctuated and free from major errors in usage

3. Purpose of Writing

a. Informative

That is purpose to share knowledge or information give directions and state ideas to other. Informative writing involves to describe events or experiences, analyse concept, speculating on cause and effect and developing new ideas that are purpose to inform something may important to the readers.

b. Expressive or Narrative

Its purpose is to reveal the writer, to verbalize consciousness, to express perceptions, attitudes, moods, or opinions. Expression in writing can take the form of a diary or journal entry dealing with the writer's preoccupations of the moment, a personal letter to a friend, or even a piece directed at a public audience assumed to share the writer's values and opinions.

c. Persuasive

Persuasive writing is a challenging form of communication even for typically developing writers (Crowhurst, 1990; Crowhurst & Piche, 1979; McCann, 1989). It is particularly difficult for those with language-learning disabilities who struggle to produce persuasive essays that are clear, logical, convincing, appropriately sequenced, and take into consideration opposing point of view (Ferretti, MacArthur, & Dowdy, 2000; Wong, Butler, Ficzere, & Kuperis, 1996). Persuasive writing, for example provides a prime opportunity for investigating literacy and its

interplay with later language development as success in this endeavor calls on sophisticated uses of syntax, semantics, and pragmatics.

4. Aspect of writing

According Brown (2001) mentions that there are five aspects in writing, namely :

- a. Content, is the content of the writing and the ideas described. Wigati (2014) stated that this element relates to the author's knowledge of writing including substance development, and relevance in presenting the topic.
- b. Form, the arrangement or organization in writing that shows the whole preparation of the right writing structure on the type of text written.
- c. Vocabulary, which is the student's consideration in choosing the right words in the reveal his identify.
- d. Grammar, is the use of grammatical forms and syntactic forms in write. This component is usually judged from the accuracy of sentence structures such as subject-verb agreement, tenses, word order.
- e. Mechanics, considerations in writing applications such as spelling and punctuation.

5. Evaluating of writing

To measure students' ability in writing English, the researcher or evaluator must see the value of writing skills through writing assignments. There are two components in the writing assessment, namely the nature of the task and assessment criteria. This table adapted from Hughes, A, Testing for language teachers (New York: University Press, 1990), P.91-93.

The following is a writing rating scale such as:

B. Students Difficulties in Writing

1. The Difficulties in Writing

Difficulties in writing can be devastating to a students' education Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and

rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subject through writing. If a student fails develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase with learning. Students faced with such difficult odds have trouble staying motivated.

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so an. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.

There are several things or factors that make students difficult to writing. Writing ability is one of the productive skills that must be mastered use language. According to Harmer (2007) the key success factors productive skills assignments is the way teachers set them up and how they respond to them students work. According to Bachman (1990) stated that the organization Competence is the ability to understand and form correct sentences, understand the meaning of the sentence and put the sentence info the text. There are several things or factors that make students difficult to writing. Writing develops from the first simple sentences to elaborate stories and essays. According to Hasan and Marzuki (2017) there are six common difficulties that will be faced by the students when they are doing to write a text they are grammar, vocabulary, punctuation, spelling coherence and cohesion and the last is relevance.

First grammar, grammar is essential for competent users of language and it is necessary for students to bear in mind the important grammar to apply in their writing and grammar refers to the correct grammatical forms and syntactical pattern. Second vocabulary, vocabulary plays a key role to make meaning of sentences clear and understandable. On the other hand,

vocabulary is selection of the words that is suitable with the content of a text. Third is punctuation, punctuation is like traffic sign that guide people where to go and where to stop. Fourth spelling, mistake in spelling will cause the readers in different understanding because of when one letter is misplaced or missing in a word it going to build a different meaning. Fifth coherence and cohesion are both dealing with relationship of sentences with one another. Cohesion one the hand grammatical; showing formal syntactic link between sentences, and it is rhetorical where the relationship are not between forms but between speech acts. Sixth is relevance, in this context relevance refers to the content of the task. The content of the students letters must be relevant to the task demanded Hasan and Marzuki (2017).

Based on the explanation above, the researcher can conclude that there are several students' difficulties in writing such as grammar, vocabulary, mechanics, and form (organization). In this research, the researcher use all of then the researcher indicators.

2. Recount Text

Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order (Seaton, 2007). The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe

the events words which link events in time can be used, such as next, later, when, then, after, before, first.

C. Factors Difficulties Writing

Many students have several various factors of difficulties they face when writing. Writing an English for learner is a difficult skill because English is a foreign language. Besides that, sometimes learner is confused with organizing the idea, translating the language from Indonesia to English, follow the grammatical rule, find and write the proper vocabulary. Writing is important in the learning process. According to Emilia (2010) that writing is an important part of teaching that has been placed as a priority. That too can determine student success in learning English. The difficulties in writing, the content of the writing and the ideas described the arrangement or organization in writing that shows the whole preparation of the right writing structure on the type of text written. Which is the student's consideration in choosing the right words in the reveal his identify, the use of grammatical forms and syntactic forms in write. This component is usually judged from the accuracy of sentence structures such as subject-verb agreement, tenses, word order and the last mechanics, considerations in writing applications such as spelling and punctuation.

D. Previous Study

There are several researcher who have done this research before :

First Vikri Februansyah, Irsyad Nugraha, Yustika Nurfajriah (2020), entitled "An Analysis of Students' Difficulties in Writing Recount Texts". This study was aimed to find out the difficulties of students in writing recount texts. Based on the results of the students' texts analysis, there are two conclusion. First, students have difficulties in framing the texts into standardized the organization, orientation, event, and reorientation. Second, students also still have problem in fulfilling the linguistic features of the texts; using past tense, conjunction, and mental verb.

Second Allieni Harris, Mohd. Ansyar, Desmawati Radjab (2014), entitled “An Analysis of Students’ Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau”. Based on the findings, it can be concluded that the students’ writing ability in recount texts at the tenth grade of SMA N 1 Sungai Limau is low. It is based on the analysis of all of indicators in this research, concerning with generic structure and language features of recount texts. Then, the low of students’ ability in writing recount texts is because some difficulties faced by students. The difficulties are dealing with the language features of recount texts. It is proven by the data of students’ writing recount texts. It was found that students did many mistakes in using simple past tense, action verb, linking verb, and pronoun.

Third Fika Alisha, Nisfu Safitri, Iman Santoso (2019), entitled “Students’ Difficulties in Writing EFL”. In this study has explored the student difficulties in writing EFL. The result of this study indicate that student lack of vocabulary mastery and grammar become the most difficult problem during the writing process. The findings indicate 77.84% of respondents got difficulties in writing because of their lack of vocabulary. They face problem during generating ideas, the weakness of vocabulary mastery made them felt confused to share their ideas. They also felt hesitate in choosing the word and they need to look up their dictionaries when they are writing in English.

Fourth Kristy Dwi Pratiwi (2015), entitled “Students’ Difficulties in Writing English”. Writing difficulties at the third semester varied in the result of the students’ score. The writing difficulty related to the linguistics difficulty (language use and vocabulary aspects) was most difficult one compare to the Cognitive Difficulty (organization and mechanics aspects) and Psychology Difficulty (content aspect) as well.

Based on the results of previous studies can conclude that there are still many students who have problem. Students still have difficulty in writing using grammar such as deciding which one to apply when making sentences and difficulties in using simple past tense. Students’ also often experience confusion in choosing the words to be used, as well as difficulties in the

language structure used in writing. Therefore the researcher choose to research students' difficulties in writing and choose Sanggar Kegiatan Belajar (SKB) Pontianak as the research site.