

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing tends to conveying and expressing the idea into a paper based on researcher real thoughts also a way to express the ideas into sentence in written forms that readable by the readers. Writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. Writing is a way that allows people to express their feeling, belief and idea into written text with proper structure and meaningful which is the text can be readable, well delivered, and understood by the readers. It asserted that writing has a vital role in language production that is used for global mediation of knowledge (Fareed, Ashraf, & Bilal, 2016). Academic writing has two important parts that need to be understood in order to make the students able to write well, those parts are concept and process of writing. Moreover, writing activity is one of the skills that are challenging to be learning in English learning. The development of students' second language writing can be influenced by multiple factors such as first language ability, second language writing, and writing experience in both languages, Kobayashi and Rinnert (2008), and Kubota (1998) as quoted in Ceylan (2019: 150).

Writing has some strategies which drive students writing proficiency and emphasize the standard-driven writing practice in English Learning Acquisition in classroom they were practiced, feedback and revision. The students might face some problems when they do writing activity therefore they should understand the concept of writing, process of writing, planning, drafting and editing (reflecting and revising). There were some important points should be implements by students and lecturer in writing

practice. First, the instructions from lecturer to the students were needed in process of teaching and learning. Second, when the students were practicing to write academic writing in hence they need to understand the instruction from the teacher or lecturer. Third, following the process of writing the students would get the feedback from the teacher or lecturer about what the students have done. Last but not least, the good feedback from the teacher or lecturer would make the students get easier to revise their writing and finally the students get growth or expansion in academic writing.

Generally, researchers were doing logical steps before writing. Prewriting was the early step in writing process, includes thinking, brainstorming either ideas or details that may support the statement, outlining, gathering information and identifying the audience to define anything the researchers does before writing a draft. Second step the researchers were doing drafting, it was occur when the researchers put the ideas into sentences and paragraphs. Drafting was seen as the researchers centered since it was the stage which the researchers tell what they know about the topic. The third step was revising, at this stage the researchers or learners think more deeply about readers' needs and expectations also ensure that the topic and what they have write was clear. The researchers were rethink and rearrange the ideas, sentences and paragraph for best support also make sure that each paragraph provides good details and well-cohesion. The final step was editing, in this step the researchers were checking the grammar, spelling, mechanics, and punctuations. The researchers are ensuring that the language was proper, concise, and fresh also proofread for errors in punctuations, spellings, and mechanics.

2. Essay writing

An essay is one of the academic writings that is commonly used and learned by students, especially for English students. Longknife and Sullivan (2012) stated that essay is a short piece of writing that develops a certain point into a group of paragraphs. An essay is a part of writing that

develops one topic into paragraphs with logical and clear sentences in order can be readable by the readers. In general, an essay consists of three main parts including the introductory paragraph, the body paragraph, and the concluding paragraph. The primary elements of the essay are (1) introduction paragraph presenting attracting statements to the readers' attention, (2) body paragraphs providing development of sub-topic of the topic in each paragraph, and (3) conclusion paragraph restating the main points and additional quotations.

B. Students' Writing Problems

Writing becomes the most problematic skill, particularly in English Education, which through complex processes that engages several competencies. During the process of essay writing, there were several things that make essay writing not going well. Students faced some challenges during essay writing. Students at the tertiary level experienced various obstacles in their processes of writing, and they derive from many aspects as the foregone researches such as vocabulary and diction (Meslissorgou & Frantzi, 2015; Nugraheni & Basya, 2018; Toba et al., 2019; Zhan, 2015), grammatical features (Ariyanti & Fitriana, 2017; Hajeid, 2018; Hasan & Marzuki, 2017; Meslissorgou & Frantzi, 2015; Nugraheni & Basya, 2018; Toba et al., 2019; Zhan, 2015), exploring and generating ideas (Asadifard & Koosha, 2013; Ceylan, 2019; Hosseini et al., 2013; Nugraheni & Basya, 2018), organization (Hajeid, 2018; Nugraheni & Basya, 2018; Toba et al., 2019), and teaching process (Ceylan, 2019; Hajeid, 2018; Jebreil et al., 2015). The students not being able to understand well about what they should write in their essays.

In addition, Younes and Albalawi (2015) said that during writing an essay, the students faced some different problems such as grammatical errors, punctuation errors, and spelling errors. students faced challenges about word choice problems. Alfaki (2015) stated that the use of the right words is one of the problems faced by students in writing an essay.

Accordingly, the aforementioned studies have shown that the major problems found in students' writing were mostly in the areas of vocabulary and grammar. In other words, those works of literature reported that students' writing problem was concerning their linguistics competence. Bulqiyah et al (2021), reveals that tertiary students' problems in essay writing categorized into three aspects.

C. Aspect in Writing

Based on Bulqiyah et al (2021) there were three aspects in writing there were affective, cognitive, and linguistic which commonly students face when they write an essay.

1. Affective

The affective aspects are one of the most important things that influenced also determined students' success or failure in language learning. The Affective aspects itself have three categories those are motivation, self-confidence, and anxiety. Supported by Zayed and Al-Ghamdi (2019), affective refers to students' feeling and emotion reaction (e.g., attitude, anxiety, motivation, and self-efficacy). Thus, based on former explanation effective related to emotions or feeling which refers to emotional side of human behavior that arise for a variety of personality factors, feeling about others with who they interact with.

2. Cognitive

The writer must explore their understanding to make the readers interested in their writing and leads the readers to get a wider understanding about the topic being discussed in their writing. Cognitive aspect usually required using the brain to develop and process the information. Based on Bulqiyah et al (2021) stated that cognitive aspects are considered as the problems in the areas of writing viewpoints, transferring language, and the process of writing.

3. Linguistic Problem

Linguistic features of writing refer to the language rules accepted in a standard of academic writing. Solikhah (2017:34) said that linguistic features deal with the sentence maturity the writer uses based upon the conventional good grammar. Linguistic problem can be classified as lexical, syntactic or semantic depending on the context. Bulqiyah et al (2021) revealed that linguistic problems in the area of lexico-grammar, vocabulary, and the structure of the essay. The aforementioned studies required good writing ability of the writer, how to write a clear, concise, logical, convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence.

D. Relevant Previous Study

This study has been conducted by some researchers related to Analyzing Factors Causing Problems Faced by The Students in Writing. Based on Fareed, et al. (2016) the title “*ESL Learners' Writing Skills: Problems, Factors and Suggestions*” was pointed out that the students’ lack of appropriate vocabulary, also they have problems in grammar and syntax. The students were made mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions, and basic sentence structure. Additionally, the students were lack of ideas and it was affecting their writing, lack of coherence, and consolidation of knowledge.

According to Anzavia Putri (2019) entitled “*Students' Perception on Essay Writing in Writing Class*” her study showed that there were some benefits that the students got such as enriches vocabulary, improve the grammar ability, increase students critical thinking and help students express their idea. However, students also encountered the problems during writing an essay such as lack of linguistic knowledge, the use of correct spelling, and limited vocabulary.

Furthermore, Akhmad Habibi et al. (2017) this research discussed about “*Students' Perception on Writing Problems*”. Thus, the researcher found that

the students faced writing problem of word choice and poor organizations/illogical sequence. Other researcher Octaviana (2016) entitles “*Students’ Perceptions toward Their Writing in EFL Setting*” figured out that when the students strive to write English their knowledge were enrich also, the students faced problems in writing because the limitation of grammar and vocabulary.

Toba et al. (2019) entitle “*The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay*”, illustrate this research’s key finding further in their study and reveal that affective aspect may not be the major cause of students’ writing problems but it does influence students’ writing work along with their limited knowledge of linguistic aspects used in writing for academic purpose.

Chung et al. (2021) confirmed the importance of goal setting on better result on writing assessment at the university if students were engaged in 1) a planned revision process, which consists of student reflection, planning, and goal setting before revision; and 2) reflection and self-assessment after revision. This is believed to even promote self-efficacy on students during the writing process, as well as assist them to achieve better writing result.

Fareed et al. (2016), entitle “*ESL Learners’ Writing Skills: Problems, Factors and Suggestions*”, who found that students’ linguistic proficiency (i.e., sufficient command over grammar, syntax and vocabulary) plays the major aspect in successful essay writing. They also further reported that despite being not as significant as the linguistic proficiency, other aspects (e.g., ineffective teaching methods and examination system, lack of reading and writing practice, low motivation and lack of ideas) still result in issues on students’ essay writing.

Neotek et al. (2022) demonstrated that students continued to struggle greatly with four components of academic writing: content, structure, discourse, and mechanics. They reported that the most frequent problems were in the following areas: 1) the thesis statement; 2) connected concepts; 3)

the development of ideas; and 4) the use of description/cause and effect, comparison/contrast; 5) a practical introduction; 6) the topic sentence; and 7) references.

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