

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. Definition of Writing**

Writing is frequently regarded as the last language skill to be learned. For students, mastering written skills is a significant challenge. Writing may be a difficult skill to learn or teach because it is not a simple cognitive activity; rather, it is thought to be a complex mental production requiring careful thought, discipline, and concentration (Grami, 2010, p. 9 in Al Badi, 2015). Moreover, Linse (2005) in Pratiwi (2016), writing is a productive skill because the emphasis is on producing information. When they write, however, they clearly have more time to think about what they want to say than when they speak. This is why the sentences must be accurate.

The term writing skill is critical in defining how far writing ability can be classified as a skill. Brown (2001) in Rani Autila (2017) defines writing ability as the ability to write naturally, coherently, grammatically, fluently, authentically, and purposefully. Brown defines writing skill as the ability of a writer to write fluently, as naturally as possible, with correct grammar, coherent and authentic ideas, and with a clear purpose of writing and reader in mind. Moreover, Hedge (2007) defines writing skill as the ability to manage the writing process using various strategies. According to Hedge's definition, writing strategies include a variety of activities such as goal setting, generating ideas, organizing information, selecting appropriate words, drafting, reviewing, editing, and revising.

Furthermore, Amato and Patricia (2003) in Rani Autila (2017) define writing skill as the ability to use some problem-solving strategies during the writing process. In this definition, Amato and Patricia believe that some strategies, such as brainstorming for a topic,

collecting information for writing the draft, clustering the information, writing the rough draft, consulting with a peer or lecturer, and revising it.

In addition Zulfani (2001) in Pratiwi (2016), stated that as the most important aspect of learning a language, writing can help students become stronger by adding more grammatical structures, idioms, and vocabulary. Moreover, Asmuti (2002) in Pratiwi (2016) writers can elaborate their ideas in a systematic manner by mastering the skill of writing. Before writing, writers must consider how their ideas will be understood by the reader. Writers must use proper written language so that the reader can understand the writer's ideas. Writing is English skill that is extremely important to daily life. We can observe the significance that writing plays in people's daily activities, such as in personal letters, resumes, business transactions, and office tasks. We may also look someone's intelligence by their writing because what they communicate in their writing will serve as a representation of their knowledge.

Based on the perspective above writing is one of the most difficult skills to learn and practice because it is a productive skill that requires linguistic competence, sociolinguistic competence, discourse knowledge, and knowledge about language use such as grammar, structure, and vocabulary. The researcher also concludes that writing skill is the ability of a writer to write as naturally as possible with grammar accuracy, coherent and authentic ideas, a clear purpose of writing and reader in mind, and some strategies for dealing with problems in the writing process in order to produce the best writing product.

## **2. Aspects of Writing**

The ability to write is not only an activity that transfers thoughts into the form of writing, but it must also be done in appropriate

writing. There are five aspects to writing according to Pratama (2012) in Rahmadiyah (2020):

a. Content

One of the writing components that describes how the writer may think creatively and develop their thoughts in order to gather all information into communication message is content. To provide content, authors must explain a phrase, expand on a point of view about a subject, or build on instances to assist readers comprehend the text or persuade them of the validity of the arguments offered.

In the content, the writer need to think creatively, what they are going to write in their writing. The description of the content is knowledge, substantive, and relevant ideas.

b. Form

Form is one of the aspects of writing that reveals the systematics of idea. To be understandable, writing must be generated in coherent sentences that are clearly connected to produce fluid language, ideas that are clearly stated, properly arranged, logically sequenced, and cohesive. Coherence in writing occurs when paragraphs are linked together or flow into one another.

c. Vocabulary

Vocabulary refers to all of the words that may be used in writing. Many written words did not regularly exist in speech, the writer typically communicates with a limited collection of words. According to Hadfield in Rahmadiyah (2020), divides vocabulary into two kinds of vocabulary, there were:

- 1) Productive (active) vocabulary is words that they are able to produce themselves.
- 2) Receptive vocabulary (passive) is words that they understand but may never produce.

Vocabulary is important in writing. Students should have many vocabularies to express the ideas. The students also should be able use appropriate vocabulary.

d. Grammar or Language Use

It is connected to emphasize effective complicated structure, few mistakes of agreement, and the sequence of articles is used. In composing paragraphs or text, the mastery of grammatical order is very important for writer. It will have an impact on what message the readers take in.

Grammar or language use refers to the effective complex construction, agreement, tense, number, word order, articles, pronoun and prepositions. Students must utilize proper grammar when composing the material. Students must pick relevant and precise language to describe their ideas when writing the text.

e. Mechanics

The principles that control the technical aspects of writing, such as spelling, punctuation, capitalization, and abbreviations, are known as writing mechanics. This section covers letter recognition, letter discrimination, word recognition, and basic spelling, punctuation, and capitalization standards. In the mechanics, at least two components should be used, that is spelling and punctuation.

1) Spelling

Spelling is the correct arrangement of letters that form words in written language. Spelling is a set of rules that govern how graphemes (writing system) are used to represent a language in written form. In other words, spelling is the transcription of a speech sound (phoneme) into written language (grapheme).

## 2) Punctuation

Punctuation is a set of marks used to regulate and clarify the meanings of texts, primarily by separating or connecting words, phrases, and clauses.

## 3) Capitalization

The use of capital letters in writing or printing is known as capitalization. Proper nouns, key words in titles, and sentence beginnings are all capitalized.

## 4) Abbreviations

An abbreviation is a word or phrase that has been shortened. Shortening or abbreviating one or two words that are still spoken in the same way even if they are written as abbreviations is usually interpreted as abbreviation.

## **B. Essay**

### **1. Definition of Essay**

Essays are documents on specific topics that contain a mix of fact and opinion, are laid out in logical sequences, and use appropriate expression strategies. An essay is made up of both content (what is said) and form (the way in which it is said). These elements are distinct but not unrelated. A good essay writer must strike a balance between fact and opinion while avoiding imbalance and bias. Solid research can lay the groundwork for an essay, and data synthesis can assist writers in developing unique perspectives. Sources and proofs should be credible and authoritative, easily accessible, up to date, relevant, convincing, in proportion, ethically sound, and contextually appropriate. Connelly (2013) in Toba, R. & Noor, W.N. (2019), on the other hand, defined an essay as a collection of related paragraphs that support a thesis. This author differentiated between formal and informal essays. The purpose of a formal essay is to inform readers

about an idea and persuade them to accept a point of view; whereas, the purpose of an informal essay is to share a writer's personal feelings, thoughts, or experiences. Both should have a distinct goal, a specific address, a subject, and a logical arrangement of supporting details.

In addition, essay is a piece of writing that defines a term. Some words, such as glass, book, or tree, have specific, concrete meanings. Terms like honesty, honor, and love are more abstract and dependent on a person's point of view. An essay, like its cousins the article and the report, is a formal, coherent, and usually quite lengthy piece of informative and argumentative writing, as are the two chapters that follow this one (Eripuddin, 2016). It means that an essay is a piece of informative writing that discusses factual information.

An essay is a piece of writing that is typically written from the author's personal point of view. Essays are nonfictional but often subjective; they can be expository or narrative in nature. Essays can be literary criticism, political manifestos, learned arguments, observations of daily life, reminiscences, and author reflections. According to Fatsah, Ashrafiany, & Basalama (2020), writing an essay can help students develop their critical thinking, writing skills, referencing or citation in academic essay writing, and deciding on a research topic. As a result of these advantages, students will be more aware of the significance of essay writing and will be more active in practicing essay writing.

Based on the perspective above the essay is a type of writing that is central to academic writing today. This genre's excellence criteria have been identified and should be followed. The essay is simply a document that follows certain rules, strategies, and stylistic conventions that can all be learned and mastered.

## 2. Types of Essay

There are several types of essays, including descriptive essays, heading essays, personal essays, reflective essays, and essay criticism.

### a. Descriptive Essay

A descriptive essay can write about any subject or object that catches the writer's attention. It could describe a house, shoes, hobbies, and so on. Remember that every object, phenomenon, or event can be viewed from various perspectives by different people. Through the use of imagery, figurative language, and precise language, a writer can create effective descriptions that create images in the reader's mind while also conveying a certain mood or feeling, about the essay's subject. Imagery is languages that creates an image in reader's minds by addressing the five senses: sight, smell, taste, hearing, and touch. Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative languages makes expression of varied thoughts and feelings. It comes to how to compose sentence effectively, it can give concrete description in mind of the reader. Then, precise language is the use of exact nouns, adjectives, verbs, etc., to help produce vivid mental pictures without resorting to using too many words to convey thoughts.

### b. Heading Essay

This style is common in newspapers and magazines. This essay serves a unique purpose in that it describes the views and attitudes of newspapers and magazines on community topics and issues.

### c. Personal Essay

This essay is nearly identical to the character essay. A personal essay written by the person about himself, on the other hand.

b. Reflective Essay

A reflective essay is written in a formal, serious tone. The author reveals the deep, earnest, and cautious side of some important life topics, such as death, politics, education, and human nature.

c. Essays Criticism

The critique of the essay writers focuses on the description of the art, such as painting, dance, sculpture, theater, and literature. The essay can be written as a critique of traditional art, the work of a previous artist, or about contemporary art.

**3. Essay structure**

This type of writing has a good structure, with three elements: an introduction, content or discussion, and conclusion. The three elements are discussed further below.

a. Introduction

This type of paper's introductory section contains general statements that will be discussed. Furthermore, this section discusses the context or reason for using this type of writing to discuss a topic. The introduction also includes a section directing the reader to the topic or problem to be discussed.

b. Content or Discussion

This section of the discussion or content contains the essence of the author's viewpoint on the problem. However, in this section, the author details data and facts before expressing personal opinion in a logical and structured manner. The purpose of this discussion is to go over the topics mentioned in the introduction in greater depth.

c. Conclusion

This conclusion or closing section includes a summary or summary based on the initial discussion, namely the

introduction and discussion. At the end of this section, the author provides a summary of the topics discussed. The most important aspect of the conclusion or closure is that it is related to the topic of the problem discussed, rather than broadening or discussing other topics.

## **C. Difficulties in Writing an Essay**

### **1. Definition of Difficulties in Writing an Essay**

Pre-writing, drafting, and reviewing were the three main processes involved in writing the essay. The students encountered some difficulties as a result of this. Morgan (2016) in Fatsah, Ashrafiany, & Basalama (2020) contends that students will be stuck when they want to begin writing their first idea or topic, they will be confused to write the thesis statement, which can be in the first or last sentence of the paragraph, they must consider the audience or reader who will read their essays as well as the purpose of the essay, and they will be mostly in fear or failure while writing because of how they express their idea, feeling, and experience. Furthermore, Harmer (2006a) in Belkhir & Benyelles (2017) also said that there are a variety of factors that prevent them from writing. First, there is a fear of failure, or of not being able to achieve their goals, particularly in contexts where they are asked to reflect on their knowledge of the language and their abilities in applying this knowledge in various frameworks. Second, they are afraid of making mistakes, which prevents them from writing. In this sense, students are uneasy about the structure of the essay or any other piece of writing that they are expected to follow. Third, some students are hesitant to show their work; they hide their flaws and convince themselves that they will fail in the future if they continue to write.

Writing difficulties may also be caused by social factors such as negative attitudes toward the target language, a continued lack of

progress in the foreign language, a large social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning. According to Thao (2019), writing remains difficult to learn, and each language has its own writing conventions that the writer must learn without interfering with other language. In some cases, it appears that students are unaware of English writing rules and are thinking in their native language rather than the target language. As a result, they simply put words together to create their own writing work, just as they do in their native language.

Based on the perspective above, all of the writing difficulties in writing an essay will occur during the essay writing process, and the essay is a basic academic writing form. Furthermore, students' essay writing difficulties are caused by a variety of factors such as writing rules, fear of failure, the impact of students' first language into the target language, and so on.

#### **D. Previous Relevant Study**

According to Toffel (2016), relevant research is required to identify some previous studies conducted by other researchers that are relevant to our research. The researcher must find out and analyze the point that was focused on, as well as the previous researcher's design, findings, and conclusion, that of:

1. A research by Eripudin (2016), the title of the research is *An Analysis Of Students' Essay At English Department Of University Pasir Pengaraian*. This research found that making Essay is the difficult thing for the student. It could be found in the following: lack of motivation, the language barrier, writing organization, vocabulary and mechanics of writing. The instrument used in this research were a test, interview and documentation. This relevant research made a significant contribution to the researcher's study.

2. A research by Asma Belkhir and Radia Benyelles (2017), the title of their research is Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University. In their research, the data obtained show that students struggle with coherence and cohesion due to a lack of reading, first language transfer, and writing practice. To collecting data, they are using a questionnaire, interviews, and some students' final essay writing drafts. This research also give contribution for researcher.
3. A research by Ashrafiyany, Hasanudin, and Nonny Basalama (2020). The title of their research is The Students' Writing Difficulties in Writing An Essay Based on Cognitive Process. This research found that there are two types of students writing difficulties in writing an essay such as pre-writing and pre-drafting. To collect data they are using observation, document, and interview. This research also give a huge contribution for researcher.
4. A research by Vo Thi Thu Thao (2019), the title of the research is An Investigation Into Essay Writing Difficulties of English-Major Students at HUFU. According to the findings of this research, the students encountered difficulties such as grammatical issues, coherence, cohesion, mother language transfer, a lack of ideas, and time constraint. The researcher using interview, questionnaire, and some essays written by students to collecting data. This research also give a huge contribution for researcher.
5. A research by Maslihatul Bisriyah (2022), the title of the research is EFL University Students' Difficulties in the Essay Writing Process. This research investigates difficulties students faced in the six steps of writing process, namely choosing a topic, gathering ideas, outlining or organizing ideas, writing the first draft, reviewing the content and structure, as well as revising and making final correction. The findings indicate that students face difficulties in all steps of essay writing

process. This research using questionnaire and interview to collecting data. This research also give a huge contribution for researcher.