

CHAPTER II

LITERATURE REVIEW

In this chapter, researcher attempts the theoretical review regarding the definition of writing, difficulties in writing, and factors that hinder student from writing.

A. Review of Related Theory

1. Definition of Writing

The first definition of writing was put forward by Hargrove and the Pottet presented in Abdurahman (2019) where writing is an attempt to describe thoughts, ideas, feelings in the form of symbols. The symbol referred to the writing language system. This written language is predicted as a medium of communication. It is a symbol because in the past writing was not just arranged in words. But in ancient times it could also be made in the form of making reliefs, making inscriptions and much more. Recently, written forms of communication can be written in letter symbols become a sentence.

The definition of writing according to Gie (2000) is a writing activity that includes several important elements in writing. Therefore, it's not just pouring out ideas, but also have to follow other elements such as reviewing from the point of view of speech, vehicle and order. What is meant by the idea, namely the opinion, experience and knowledge of the author. Either obtained in the past from his own experience, or in the present through literature review. While what is meant by speech is an attempt to express ideas by paying attention to the language of delivery. For instance, wanting to use descriptive language, narration, persuasion, exposition or argumentation. While what is meant by the element of order is paying attention to diction or language selection. Of course, when writing, learner don't just write, but they also have the art of composing writing so that they use the right spelling. While the vehicle is more in the form of a tool, for example in terms of grammar, rhetoric or in terms of vocabulary.

In contrast to the opinion of Tarigan in Ahmad (2010) defines writing as an attempt to make graphic symbols. Of course, the symbol used is a symbol that is widely known by the general public, in the form of writing. So that the unification of these symbols forms a message, the meaning of which is easily understood by the reader.

According to Lasa (2015) in his book *Writing is as easy as talking*. Broadly speaking he also explained that writing is simple as simple as when we talk every day. Lasa (2015) also emphasized that writing is not a scary world. He also shared tips so that writers can easily and smoothly express ideas. The author must have analytical power, quality and quantity of reading and appreciation so that what he wants to convey easier.

2. Process of Writing

According to Harmer (2014) in writing, the process is a stage through which the author goes through the rules applied to achieve the goal writing. Process is heavily influenced by the content of the writing and also the type of text, as well as the writing medium. The process described by Jeremy Harmer consists of 4 elements, namely:

a. Planning

Experienced writers will plan what they will write. In the planning stages, the author will focus on purpose of the article, circles the reader, and the systematics of writing.

b. Drafting

Writing in the form of a concept will easier for final result improvement

c. Editing

In this stage, the writer reads return the results of his writings with a purpose make sure the contents of the writing are not will confuse the reader. Writer also ensure systematic conformity writing. Editing process can be done by someone who understands better such writing techniques so it will create more results.

d. Final Result

At this stage, the author is in a condition ready to launch the results of writings on any medium.

3. Difficulties in Writing

Byrne in Alfaki (2013) categorizes three problems that make writing skills difficult to master, namely linguistic, cognitive, and content problems. The first problem is linguistics. This relates to our shrewdness in writing the correct structure and therefore the sentences that are formed will be able to blend with one another. The result is that the text that is created can be well-explicated by the reader.

The second problem is a cognitive problem related to our mastery of language forms, structures, grammar which are useful for effective communication in writing. Harmer (2004) termed it the organizational problem which is of course more complicated than the organizational problem in speaking.

The third is the problem of ideas. This relates to anything that we can put in writing. Often we lose ideas in the middle of the writing process.

4. Aspects in Writing

Writing ability is not only an activity that transfers thoughts into written form, but also must be done in writing that is properly structured. Brown (2001) mentions five aspects of writing, namely:

- a. Content is the essence of writing and the ideas described in writing. This element relates to the author's knowledge in writing including substance, development of thesis sentences, and relevance in presenting the topic.
- b. Forms is the arrangement or organization in writing which shows the overall arrangement of the proper writing structure for the type of text written.
- c. Vocabulary is Student considerations in choosing the right words to express their ideas.

- d. Grammar or language use is the use of grammatical forms and syntactic forms in writing. This component is usually assessed from the accuracy of sentence structures such as subject-verb agreement, tenses, word order, etc
- e. Mechanics o Considerations in writing applications such as punctuation and spelling.

5. Level of proficiency

A person's level of English proficiency can be seen with a language proficiency test, namely the TOEFL test. The TOEFL test has a score that shows at which level of proficiency a person is. The following is a table of TOEFL scores:

TOEFL SCORE	Proficiency Level
380-449	Basic/ Elementary
450-500	Intermediates
501-549	Upper-intermediate
550-630	Advanced

6. Factor that hinders students from writing English texts

Kirk & Gallagher in Alfaki (2013) argues that there are four factors that cause students to have difficulty learning. These four things are:

- a. Factors Physical condition. Physical condition factors in this case include visual disturbances, hearing impairments, balance disturbances and spatial orientation, low body image, hyperactivity, and malnutrition.
- b. Environmental Factors. Learning difficulties caused by the unfavorable family, community and school environment for students which in the end this factor will hinder psychological and social development, also impact on academic achievement.
- c. Motivational and affective factors. These two factors can also increase the learning difficulties of the students. Students who lack confidence because they often fail at one or several lessons tend to experience low self-esteem. Low self-esteem certainly greatly

reduces the motivation to learn. With a low attitude, it will bring up the student's negative feelings about things related to learning. These negative thoughts can make student passive and reluctant to learn.

- d. Psychological Condition Factors. Factors of this psychological condition include impaired attention, visual perception, auditory perception, motor perception, thinking disability, and slowness in language skills.

7. Way to improve English skills

- a. Read articles in English every day

By reading their writings, student's English vocabulary will increase. Besides that, students can also see the writing patterns of native English speakers. If students do it every day, it will not difficult to get the writings. All students have to do is subscribe to the English blogs that you like.

- b. Look up the meaning and write down any English words that students don't understand when students read English, students need to cross the word that they don't understand. It will be better if the student have pocket book and write the difficult word in the pocket book. In addition, to make it neater and easier to understand, group the words that you just understand by type of word. Does it include a verb, adjective, or adverb. By grouping them together, student will have a better understanding of English words so the student can use them properly. after understanding simple tense, then you step by step understand other tenses. The trick is to first write the sentence in Indonesian, then write it in English.

- c. Practice writing in English as often as possible

The fourth way that students need to do is practice writing in English as often as possible. Don't be afraid to be wrong. The important thing is that students practice writing in English. The more student writes, the better your understanding of English will be.

- d. Check for vocabulary errors with the MS Word Language feature

When writing in English, student no often make typos or forget one or two English words. For that, when student write, don't bother with word mistakes. Write as much and comfortably as possible. student can correct typos or word errors by using the MS Word Language feature. Writing in English is not a talent, but a skill that student can improve over time. Therefore, try the five ways above if you want to improve your writing skills in English.

B. Previous Studies

Some studies related to writing difficulties faced by students especially in expanding circle countries have been done before.

The first study has been done by Raas in 2015. The study was done because it was found that English instructor's emperies on grammar and punctuation rather than content and the idea organization. In addition, the second problem was many Arab writers tend to use long sentences and repetition of presentation and elaboration in writing. After the study has been done, it was found that most Arab students start a sentence with "I" or "we". Also they mostly transfer the rest of the sentences from style of Arab writing that is why their writing does not look natural.

The second study has been done by Nair and Hui (2018). 0The result of the study showed that the most common error of the student was in the areas of grammar and sentence structure. The next result showed that there is no significance different from male and female student the mechanic and coherence. Interestingly the female students made less errors rather than male students in overall writing, spelling, grammar, sentence structure and lexical items.

The third study has been done by Alfaki in 2015. The study was conducted in Sudan. From the study, the findings reveal that university students have problem at the level of morphology and syntax also mechanical mistakes such as spelling, punctuation and capitalization. In

addition, students were also lack of several writing development skills. That is why the researcher suggest that it will be helpful for instructor to tell learners to revise their written work aloud. For spelling mistakes can be corrected by using dictionaries or spellcheckers. The grammar mistakes will disappear if the students read extensively in English.

The fourth study has been done by Pablo and Lasaten in 2018. The finding on this study reveals that students are lack of variety of ideas, connectives of organization, incorrect word or idiom and the word usage in term of vocabulary and word choice, poor sentence structure also lack of citation. In addition, it was found that the quality of academic essays is students from private schools is better than the public schools. The implication of the study is encouraging teaching to use variety of activities and offer constant academic writing practices and drills to minimize students' difficulties of writing.

The fifth study has been done by Afrin in 2014. According to the study, there are 5 research questions that are asked by the writer namely Research question After questioning the issue the study reveal that 55% of school problems are related to making noise and talking to others. Also, 17% from them read without teacher permission. the weak foundation is due to missing school, educational competence of students in the previous stages, there were no qualified teachers who were capable in teaching students. due to the fact that the change in the classroom environment from time to time and the requirement of educational technology that will help the teacher to activate the classroom and the involvement of students in recreational activities in the school. Furthermore, there are no significant differences among gender, level of school, education degree and teaching experience. In addition, there are no significant differences between gender, level of school, education degree, teaching experience

The sixth study was conducted by Ahmed in 2010. According to this study, the finding reveals that Egyptian student are not motivated to write essays for a number of possible reasons namely: 1) teacher taught a large class characterized by physical as well as intellectual. 2) Egyptian university

teacher tend to use traditional teaching techniques such as lecturing, reading aloud and book reading. They are frequently to students' communication in class. That is why the researcher suggested that teachers should be trained to use different classroom interaction techniques and teaching method also the use of technology to be applied in class.

The seventh study was conducted by Fareed in 2016. The study entitled "ESL Learners' Writing Skills: Problems, Factors and Suggestions". The study aimed to investigate problems in Pakistani undergraduate ESL learners writing and factors that may hinder students' writing skills. In addition, it also aimed at obtaining suggestion on how to improve Pakistani ESL learners writing skills. Based on the analysis of study, it reveals that there are 1217 problems in grammar, syntax, vocabulary, spelling, punctuation, word form and word order, spoken expression contracted forms, cohesion, repetition of ideas and L1 influences.

The eighth study was conducted by Toba, Noor, and Sanu in Indonesia (2019). The current study reveals that the Indonesian EFL students is categorized in good scores and followed by their writing aspects ability namely content, organization, vocabulary, grammar, and mechanics. Furthermore, the current study revealed that the Indonesian EFL students' ability of Islamic State Institute (IAIN) Samarinda in writing comparison and contrast essay is categorized in good scores and followed by their writing aspect's ability namely content, organization, vocabulary, grammar, and mechanics. Furthermore, as shown in the research findings of this study, it can be reported that the students got problems in term of writing aspects, namely content, organization, vocabulary, grammar and mechanics. In the content problem, it is related to difficulties in exploring and developing the relevant ideas, containing the comparison of the objects; as a result, the idea of their essay is sometimes unknowledgeable.

The ninth study was conducted in Vietnam by Lap and Nguyen Truc in the year of 2014.. The participants we divided into two groups labeled as

group 1 and group 2. The participants' ability in writing argumentative essays was meshed by the writing tests. According to the study, it was found that the writing performance of group 2 is better than group 1. After conducting an experiment, the participants become more confident in writing ability indicated their optimistic their viewpoint on the implementation of genre-based approach in teaching and learning writing. Afterwards, the researchers suggested that the instructor should take into consideration writing strategies within the various stages of the writing process in order to guide and help students feel ready to compose and express their ideas.

The tenth study was conducted by Cho and Griffler in 2015. After conducting this study, it reveals that Students in this study recognized a mismatch between what was instructed in the classroom and what they wanted the teacher to help themselves in the language learning. However, after the three-week period of integrated reading and writing instruction, a change occurred in the improvement of writing. There are two implementation that is suggested by researchers namely 1) It is important to inquire into students lacks and needs prior to curriculum development and materials design to best address students' needs and to develop effective teaching approaches 2) the identical materials and scaffolds could affect students differently depending on the students' language proficiency.

The eleventh study was conducted by Ibrahim in 2010. According to the study, it reveals that lack of idea is the top difficulties that encountered by Jordanian students. It followed by the incorrect use of mechanics of writing. It is also revealed that there are lack of clear assessment instruction, time restriction, vocabulary restriction, topic inappropriateness, lack of material consulting, grammar difficulties and lack of teachers help.

The twelfth study was conducted by Barret and Chen in 2011. According to the study it was revealed that students overused both the definite and indefinite articles but underused the zero article. The definite article was substituted for the indefinite article in specific environments. Although no significant difference existed between specific and non-

specific semantic environments in zero article errors, a significant difference emerged between plural and mass/non-count nouns.

The thirteenth study was conducted by Okamura in 2006. The study entitled .The study examined through interviews of 13 Japanese researchers' awareness of language difficulties when writing scientific research articles In English and their learning and writing strategies. From the study, the participant has their own strategies in overcoming their difficulties namely to learn English through working with academic text in their field. Then the second strategy is to raise their sensitivity to English language through content with English speakers. From use of the first type, they learn that scientific language is highly codified, and the majority seems to give up on improving their English after mastering the codified language. Only 5 of 13 adopt the second type. It is interesting that 3 of the 5 are internationally recognized researchers, who stated they used English in both their thinking and writing processes. Then researcher comments on language use suggest that researchers should persist in improving their English, and must be aware of the power of language and its impact on readers, in order to succeed in the discourse community.

The fourteenth study was conducted in Russia by Terenin in the year of 2013. His study article reports the outcome of the research conducted in several groups of Russian learners of English and aimed at improving the rhetoric of their writing. It highlights some issues of flawed style with the focus on unclear expression. According to his research, it was found that students use too much excessive writings, implicit writing and ambiguous sentence. Then, the researcher suggested to have enrollment teacher from English speaking countries and stimulate students with reading passage.

The fifteenth study was conducted in Libya by Alsied and Ibrahim in the year of 2017. The study aimed to investigate the major challenges in research writing faced by Libyan EFL learners at Sebba University and also the teacher attitude toward their students' work. The total of 42 students and 4 teachers was participated in this study. the findings of this study reveals that The findings of the study revealed that Libyan EFL learners have

difficulty developing a research project and reporting the findings. The former requires them to identify the area of interest, choose a topic and formulate a researchable problem while the latter typically involves writing a literature review, the methodology, results and discussion sections. Between the two tasks, the students found academic writing the most challenging. It was also found that Libyan teachers had negative attitudes towards their students' research due to the following reasons: lack of motivation, insufficient background knowledge about research, lack of library resources, inadequate number of courses related to research, and the unavailability of Internet in the college. Therefore, the research commented on this study that teachers must encourage their students to read widely to enrich^[1] their knowledge and students should take intensive writing courses to help them write^[2] accurately and correctly. Moreover, learners should also be involved in doing real empirical studies and new and more advanced research courses should be taught in Libyan universities

The sixteenth study was conducted in Ethiopia by Kenta and Bosha in the year of 2019. The study aimed at investigating nine students' difficulties in using writing skills in EFL classroom. The method of the study was descriptive research and to collect the data, the researcher had interviews, field notes and questionnaire. Accordingly, the findings indicated that the practice of writing skill was not satisfactory. As it was revealed in the study, the teaching/learning activities using the writing skill in the actual classrooms of Grade Nine were not largely in line with the principles of skills teaching strategies. According to the present researchers' investigation, the following difficulties were identified as major constraints affecting the use of writing skills, the poor back ground of the students towards the writing skill English, lack of classroom facilities, lack of appropriate teaching materials, lack of understanding about writing skills, and lack of motivation towards writing skill were crucial challenges that impeded the writing skills during the English lessons. According to the information provided by participants, shortage of time become one of the

factors that hinders from expressing themselves in writing, were the most outstanding ones

The seventeenth study was conducted by Demirel in Turkey in the year of 2017. The present study aims to explore Turkish EFL students' major writing difficulties by analyzing the frequent writing errors in academic essays. According to the study, the resulting categories consisted of mostly syntactic and lexical categories of error but academic style errors were considered as well. As a result of the analysis, in terms of error categories, the most frequent errors were observed in the verb related error categories. When considered individually, the most frequent errors were observed in noun modification and were mostly interference related. The implication of this studies is Teachers of writing have to take on multiple responsibilities in that they have to teach many skills including how to organize an academic paper, how to carry out research on a topic, how to follow an academic style when writing but they are not necessarily teaching the target language.

The eighth study was conducted by Chou and Hayes in 2017. It takes 19 years period of time from 1989 to 2008. According to this research, Findings revealed that writing instruction, writing technologies and peer evaluation were the most studied problems in writing research whereas collaborative writing, error analysis, and cultural influences were the least studied problems. The most studied populations were university and senior high school students while the least studied groups were kindergarteners and adults. Most studies were conducted by using qualitative methodology. Writing and technologies was the most studied type of research among elementary school students and university students, whereas writing instruction was frequently studied among senior high school students, graduate students and adult students. The implications and recommendations that emerge out of these results provide possible agendas for writing teachers, researchers and policy makers worldwide.

The nineteenth study was conducted by Mudawt and Elvushea Mousa in 2015. This study aims at investigating the problems of academic

writing facing English Language students in College of Education in Zulfi in order to find solutions for these problems. Findings are summarized in these points: Students are not able to express themselves through writing, students commit spelling mistakes as well as facing vocabulary and structural difficulties when they write and the existed Academic Writing Curriculum doesn't cover the writing Techniques. The researchers suggested that: Writing and reading skills should go together and students should be encouraged to have extensive reading practices to improve their critical thinking. There should be a lot of writing practice on the part of students in the shape of assignments and Extensive writing practice to improve their writing techniques. Improving students' writing skills through using computer. Adopting writing syllabus that concentrates on practicing writing rather than teaching about writing.

The 20th study was conducted by Miri in 2018. The study entitle. The aim of this study was to investigate the students anxiety in writing. The results revealed^[1]_[SEP] that anxiety has both positive and negative effects on students. The findings also showed that participants' little exposure to writing activities was the major reason behind their writing anxiety. The participants reported that receiving feedback from teachers, doing extensive reading, developing their vocabulary knowledge and practicing writing were the major strategies they had used to overcome writing anxiety.