

## **CHAPTER II**

### **LITERATURE REVIEW**

In conducting research theories are needed to explain some concept explanation applied in the research concerned. In this following part of the theoretical framework on the term was presented.

#### **A. Writing**

Writing, according to Nunan (2003: 88), is an intellectual activity that involves locating ideas and considering how to communicate and organize them into a statement and paragraph that is easy to comprehend. It implies that the students are expected to express their views and organize them into a coherent piece. Furthermore, writing communicates the student's perspective on a subject to the general public. It necessitates the systematic integration of ideas.

Writing skills are special qualities that enable students to turn their thoughts into meaningful words and cognitively interact with the message. Various linguists have offered their interpretations of writing. Writing is a component of a broader activity in which the focus is on anything other than writing, such as language practice, acting out, or speaking. In years ago, writing was known as a skill which used in educational or religious institutions. People are carried out orally, but business transactions, records, legal documents, political and military agreements are written by professional students. That is the reason why mastering writing skill is necessary for achieving employment in this life. Nowadays the ability to write has become an attractive skill, yet difficult at the same time. Brown (2003: 218) stated that:

“Only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of the

language. Now we understand the uniqueness of writing as a skill with its features and conversation. We also fully understand the difficulty of learning to write “well” in any language, even in our native language.”

From that we know that to master in writing skill there are many activities which should be done at the same time. When we want to express our idea while writing, we must pay attention to the appropriate vocabulary, the spelling of words, the mechanics, the style, as well as correct grammar to be used in arranging good English. "The reasons of writing for each person are diverse," Brookes and Grundy (1990: 3) write. It's possible that the initial solution is to deliver information to someone. The second solution could be to address the issue of volume or having to store more information than the human brain can remember. The third reason for writing is that it allows us to sift and form our experiences. Based on Hamer (2004: 4) process of writing has four main elements:



*Source: Harmer, Jeremy. 2004. How To Teach Writing. England: Longman*

### 1. Planning

Before starting to write or type, students decide what are going to say. It may take a note or write down any preliminary notes in their heads. When planning, experienced students think about three main

issues. First, the purpose of writing since it will influence the information which they want to tell. Second, who the audience is writing for, then how paragraphs are structured. Third, students should consider the content structure like how best to order the facts, ideas, or arguments which have been decided to include.

## 2. Drafting

The draft is the first version of the piece writing that will be amended later. In the writing process, a draft has to edit first then produce into the final version.

## 3. Editing (Reflecting and Revising)

After drafting, usually, students read again what they have written to see if there is any incorrect writing perhaps ambiguous or confusing. a skilled student tends to look at issues of general meaning and structure before concentrating on detailed features such as words and grammatical accuracy.

## 4. Final Version

The final version is when students have edited their draft, making the changes consider to be necessary, they produce their final version. It can look different from the original plan and the first draft because students have changed it in the editing process.

### **B. Internal Factors Affecting Writing**

Internal factors are those that come from the students themselves. It is not due to their surroundings or the impact of other people, society, the environment, or other factors. According to Brown (2007: 154-174), internal factors consist of

psychological factors, socio-cultural factors, and linguistic factors. Psychological elements that will influence undergraduate students' ability to write well are:

1. Self-esteem refer to knowledge of yourself such as believing in your ability to successfully write an essay.
2. Attribution theory and self-efficacy, attribution theory on how the students achieve their success and failure while writing an essay. Otherwise, self-efficiency is about the ability to finish writing an essay.
3. Inhibition is condition when students are afraid or worry makes mistake while writing an essay.
4. Risk-taking is confition when EFL students should be brave to try writing an essay eventhough risk of being wrong.
5. Anxiety is feeling of tension, apprehension, nervous, and worry. This feeling cab attack EFL students while writing an essay because of different reason such as worry if they cannot write a good essay.
6. Empathy is being aware of their surroundings because, in essay writing, EFL students should recognize the relation between language and society.
7. Extroversion refers to a person's desire to acquire ego enhancement, self-esteem, and a sense of wholeness from others rather than from the inside.
8. Motivation is the key for EFL students to write an essay, it can be from the inside or outside.

Brown (2007: 188) also adds that sociocultural is important because language cannot be separated from the culture, there are three aspects of sociocultural variables may pose a writing barrier for students. These characteristics are:

1. Each student's social distance and relationship with their advisor.
2. The students' culture in the language classroom.
3. Communication skills among students and between students and their adviser.

The language element is the final internal factor. It's all about reducing grammatical errors by figuring out which grammatical components should be deleted, replaced, supplied, or reordered. Other than that, it can be identified by addition, omission, substitution and ordering. Students who lack adequate linguistic abilities may have trouble writing, particularly in a foreign language (Brown, 2007: 263).

### **C. External Factors Affecting Writing**

External factors are factors that come from the environment outside the students themselves. In writing an essay some aspects can affect the process. The family's motivation, interest in references, the interaction between instructors and students, and the peer environment are all examples of external factors. Syah (2008: 144-145) stated that external factors include social factors and non-social factors. Therefore, depends on Syah, social factors than can affect writing an essay of EFL students are:

1. Family support influence student academic achievement, if students have a problem while writing especially in the English language, the family can give motivation.

2. Peer support or friends who give positive influence can give a motivation to write an essay, unlike friends who give negative influence will be an obstacle in the process of writing an essay.
3. Advisor support comes from a process of consultation factor (suggestion or feedback, and viability of time for discussion), that is why feedback from an advisor or lecturer is needed by EFL students, without feedback, EFL students can improve their essay writing. Besides the advisor/lecturer's feedback, the inhibiting factor is the schedule of the advisor/lecturer which usually is busy.
4. Job or career that may lead to student difficulties to organize the studying time. Therefore, managing time between college and job/career should be done right so the assignment will not delay.
5. Neighbourhood environment can affect EFL students to write an essay, it means family, school, and the social environment impacts EFL students' academic achievement. For example, a student who hangs out with friends who are less motivated to learn is because the life of students is different from their activities.

Whereas in non-social factors, the facility is an important element in writing an essay because, without adequate facilities, the process of EFL students' essay writing is obstructed. By completing the facility, they can search the references to write an essay and finish their assignment. The facilities include internet connection, laptop, and printers (Syah, 2008: 146).

## **D. Academic Writing**

Academic writing is one of the genres of written language, what students write in academic writing includes papers and general reports essays, thesis. Academic writing, according to Stephen Bailey (2003), is meant for anyone who is studying at an English-medium college or university and is required to produce essays and other assignments for exams or courses. The challenge of academic writing is the complexity of the vocabulary of academic English, it should learn style, referencing, and organisation. Stephen Bailey also explained the purpose of academic writing, at this part students should know why they are writing. He said the purpose is to conduct on a piece of research the student has conducted, to respond to a question that has been posted or has selected, to discuss a topic of general interest and express the opinion of the student, the last is to synthesize previous research on a topic. There are four types of academic writing (Bailey, 2003: 4):

### **1. Descriptive**

The purpose of this type is to provide facts or information. In this case, students will be describing their processes, over a while, changes and developments, possibly outlining a timeline of events, including cause and effect. Students may be required to interpret and describe graphical or statistical data as part of this process. As part of the process of laying out the conditions of the student's assignment, they will almost certainly need to add definitions at the start.

### **2. Analytical**

Analytical writing is like descriptive writing, but it involved reviewing what students got from the cases. Analytical writing demonstrates the cognitive processes that led to a specific result and examines the

ramifications of that finding. Analytical writing usually follows a brief narrative and concentrates on questions such as "why?" "how?" and "what?". The construction of analytical writing such as analysing, comparing, contrasting, relating, and examining. Moreover, analytical writing is taught at a university level.

### 3. Persuasive

Persuasive writing is the same features of analytical writing, starting from information until how to organise the information. Most essays are persuasive, it contains the discussion and conclusion of a research. However, persuasive writing needs to be supported by some evidence, for example, a reference to research findings or published sources, because persuasive writing involves an argument, recommendation, interpretation of findings, or appraisal of others' work, your claim can be trusted.

### 4. Critical

The utility of critical writing is for research, postgraduate and advanced undergraduate writing. All the features of persuasive writing are similar to critical writing, which makes it different from the point of view. If persuasive writing used a students point of view, then critical writing used two points of view, including the student's point of view. First, the students explain a researcher's interpretation or argument, after that the students provide their alternate interpretation or vice versa.



## E. Essay

An essay is a piece of writing that consists of several paragraphs that discuss a topic or situation. (Oshima & Hogue, 2007). An essay is also defined as a "short formal piece of writing on a particular subject." It is usually written in an attempt to persuade the reader through the use of selected research evidence. Hasanuddin WS decides essay in two types; formal essay and non-formal essay. the formal essay discusses a deeper topic with a quite objective review. The non-formal essay discusses someone's essay and in subjective review (Lubis, 2017). When writing an essay, students should have knowledge and skill in composing a good essay. students must have basic information to write a good essay. It can assist them in comprehending the material, which could be the essay's topic of choice. They will begin to create a new idea from the reading once they have chosen an essay topic. They use the keywords as a starting point for their writing.

It refers to how the students begin to have a plan for writing an essay when they talk about constructing thoughts and developing the writing. They must plan with the concepts of writing an essay that focuses on the key point and is related to the essay's topic. Using these items, the essay is organized clearly and logically, with real evidence or examples to support up the main idea. Furthermore, processing the essay can be a difficult task at times. The task at hand is to master the basic skill of writing. In academic essay, there are three part of an essay (Oshima & Hogue, 2007: 150-153):

### 1. Introduction

A reader can find the interest and what essay is about of students. The aims of the introduction or the introductory paragraph are to attract reader's and to introduce the topic of the essay. The introduction contains

some general statements and one thesis statement. The general statement explains the student background information from a general idea to a specific idea.

## 2. Body

A student can write more than one paragraph of essay body. Each body paragraph has a topic sentence and several supporting sentences to support the thesis statement. It contains evidence that is used to persuade the reader to agree the student 's point of view.

## 3. Conclusion

The last but not least of the essay is the conclusion, without a conclusion a student can not reveal the main points of their essay, and make readers confused about what the final thoughts on the main topic are. The use of the conclusion is to remind the reader of the student 's main points.

## **F. Previous Studies**

In this study, at least three researchers have done this kind of research namely Siti Umdatun Nisa' (2021) discussed "Factors Affecting Students' Anxiety in Presenting A Thesis Proposal for Eight Semester of English Department at IAIN Kediri." The aims of this study are to find out the factors of 8th semester students' anxiety and how they deal with anxiety during presenting a thesis proposal. The result shows that 8th semester students fear negative evaluation from the examiners, then they lack confidence because of fear of making mistakes in pronunciation, not only that, it is because they lack preparation and mastering material. To overcome these problems, they take a deep breath, have a positive mindset, study the material before the due date, then practice to present their thesis, also do not forget to prepare the material until the presentation equipment.

The second researcher is Sariyanto, Iwan Supardi, and Syarif Husin (2013) with the finding research of the analysis on factors causing undergraduate students difficulties in writing a thesis. It said the basic knowledge of the thesis components factors is the most causing of students' difficulties in writing a thesis. Hence, the other researcher is Dwihandini, L.A, Marhaeni, and Suarnajaya (2013) entitled "The Analysis of The Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in The English Department of Mahasaraswati University", this study investigated the difficulties faced by an undergraduate in the English Department of Mahasaraswati University. The study's findings revealed three main factors that influenced undergraduate students in writing a thesis. First, psychological factors include confidence in deciding the thesis title, having knowledge of the thesis topic, and writing a good thesis. Second, sociocultural factors are the ability to connect and construct each phrase into meaningful thesis writing, knowledge of suitable lexical items and linguistic units, and awareness of the university's culture department regarding the thesis writing format. The last factor is the linguistic factor, it is about minimalizing grammar error, and determining whether grammatical components should be removed, replaced, provided, or reordered.

Despite the three studies that have been discussed above, the researcher wants to research factors affecting EFL students in the English Department of IAIN Kediri because some students experience it while learning. The previous studies studied the difficulties and the problems of writing on EFL students in general aspect. As the result, the researcher tried to find the factors of their problems deeper and focused on writing essay circle's problems. It has a relationship with this study in supporting the research.