

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review is an evaluative report of studies discovered in the literature that are relevant to the researcher's chosen object. It should provide a theoretical basis for further research and answer the research question in determining the nature of their own investigation. This chapter covers writing concepts, essay writing definitions, and previous study.

A. The Concepts of Writing

1. Definition of Writing

Writing is the way to communicate with other people by using words. According to Richard Nordquist (2019), writing is a System of graphic symbols that can be used to convey meaning. Writing is the action of composing a text. While according to Merriam Webster, there are some definitions of writing. First, writing is the act or process of one who writes. Second, writing refers to anything that is written, such as letters or characters that serve as visible signs of ideas, words, or symbols; a letter, note, or notice used to communicate or record; and written composition. Third, writing is an essay style or form. Fourth, writing is a writer's occupation, particularly the profession of authorship.

Nunan in Yuniati (2015) believes that writing is the act of creating ideas, think the way to express thoughts, and manage the concept into sentences or paragraphs to make them clear to a reader. Gaith, also in Yuniati (2015), said that writing is the process that passed by a writer to scour his ideas and thought and make their ideas are concrete.

According to Byrne in Junaid (2012), writing is more than just sound prediction. The symbols have been arranged in accordance with the convention's specifications. However, students do not usually write just one sentence or several sentences that are arranged in a specific order and linked together in a specific way.

Widdowson, also in Junaid (2012), states that writing is a communicative activity and carried out by one specific general principle in which underlines the use of language in communication.

From all the descriptions above, it concluded that writing is the use of words, symbols to represent the speech sounds or language in text form and to express the thoughts and ideas of someone to be read by the other people.

2. Elements of Writing

According to Wilbers, S (2008), five elements of effective writing described below;

- 1) Central Idea: is the element to have good writing with focusing the topic, organizing the ideas and arguments.
- 2) The organization is the element to have good writing with making the paragraphs are coherent and organizing them logically and sequentially.
- 3) Supporting material: the element to have good writing with supporting sentences, explanation, and examples.
- 4) Expression, Word Choice, and Point of View: the element to have good writing with providing the explicit language, high accuracy,

specific and appropriate to the audience.

- 5) Spelling, Grammar, and Punctuation: the element to have good writing with pay attention to grammar, spelling, and punctuation.

While according to Junaid G.J (2012), there are five components of writing. The five elements are content, organization, vocabulary, language use, and mechanics.

- 1) Content is the topic development serviced by the writer. It is how the writer delivers his thoughts about the topic in paragraphs.
- 2) The organization is how the writer makes his paragraphs coherent with each other.
- 3) Vocabulary is the use of diction in organizing the paragraphs without making the ideas or topic is hazy.
- 4) Language use refers to the correct grammatical and syntactic pattern for separating, combining, and grouping ideas in words, phrases, clauses, and sentences in order to bring out the logical relationship in paragraph writing.
- 5) Mechanics refers to the use of graphic conventions of the language, i.e., the steps of arranging letters, word sentences, paragraphs, and others related to one another using knowledge of the structure.

Nurgiantoro in Yuniati (2015) mentioned some components in scoring writing that is organization, content, grammar, vocabulary, and mechanic.

- 1) Organization refers to how the writer arranges his ideas. Whether or not each paragraph is well-organized. The text's organization is fluent in expression, revealing clearly ideas, good organization, logic

sequence, and cohesive.

- 2) Content: The development of the topic using supporting sentences is referred to as content. Excellent content had to meet criteria such as being full of information, substantive, making a clear thesis development, and relevant to the problem.
- 3) Language means that the students use practical complex sentence construction with only a few grammatical errors.
- 4) Vocabulary refers to the students' ability to select the appropriate words for the function and master informing words.
- 5) Mechanic means that a paragraph is a collection of sentences that require proper spelling and punctuation. The article will be unreadable if punctuation is not used correctly. As a result, students should be proficient in writing a good paragraph.

Based on the description of the aspects or elements in writing above, it concludes that there are some aspects or features in writing that are content or central idea, organization, language use or grammar, vocabulary or choice of words, and mechanic.

3. The Purpose of Writing

For young people, writing well is not an option; it is a requirement. According to Harmer (2004:39), when teaching writing for writing, we must ensure that our students have a writing goal. The most effective learning of writing skills is likely to occur when students are writing real messages for real audiences, or at the very least when they are performing tasks that they will have to do outside

of class. The selection of writing tasks will thus be determined by the reason students are studying English. There are three major types of learning that should be considered;

a. English as a Second Language (ESL)

This term is typically used to describe students who live in the target language community and rely on English to function on a daily basis. Recent immigrants and refugees, for example, will have specific writing requirements such as the ability to fill out various forms or write specific types of letters (depending on their specific needs and circumstance), in addition to the need for general English development.

b. English For Specific Purpose (ESP)

Many students study English for a specific (or specifics) reason. People who want to work as nurses in the United Kingdom or the United States, for example, will study medical English. Those who plan to study at an English-medium university should focus on the language of management and commerce, among other things.

c. English as a Foreign Language (EFL)

This is generally understood to apply to students studying general English in their home country or as transitory visitors in a target-language country. Their requirements are not always as obvious as those of the other two categories.

4. The Process of Writing

Four steps should be taken by writers, according to Alice

Oshima and Ann Hogue in Putri (2014).

- 1) Prewriting. Prewriting is a technique for generating ideas. In this step, writers select a topic and gather ideas to explain the issue.
- 2) Planning (Outlining). The writer must organize the ideas generated by brainstorming during the planning stage. Outlining brainstorming is the most effective way to organize the ideas generated.
- 3) Create and revise drafts. After brainstorming and outlining as the first and second drafts, the writer can begin writing and revising several drafts frequently until the writer has produced a final copy to hand in.
- 4) Write the Final Draft. The final stage is to write the final copy or product to be submitted.

Richard and Renandya in Cakrawati (2012) also stated some stages in the writing process, which are planning, drafting, revising, and editing.

- 1) Planning. Students are encouraged to write during the planning stage.
- 2) Drafting. The drafting stage is concerned with writing fluency rather than grammatical accuracy or draft neatness.
- 3) Revise. During the revising stage, students rewrite their text in response to feedback provided during the responding stage.
- 4) Editing. During the editing stage, students are tidying up their text and preparing the final draft for evaluation.

5. Problems in Writing

According to Brown (2003: 244), there are five categories of student difficulties. The first problem is organization, it is related to the

introduction, body and conclusion of the text. If the students give an attention to the organization pattern in writing, they can make a good writing and their writing is also easy to understand.

The second problem is content of the text. The students cannot developing the topic of the text and they cannot arrange the sentence well, so they cannot make an effective paragraph.

The third problem is the students mastery of grammar. Almost many students in Indonesia has difficulties in grammar. Learning grammar, especially tenses is difficult, because there is not tenses in Indonesia.

The fourth problem is mechanic. Mechanic word is referred to punctuation, spelling, and capitalization as well as guidelines to use them in sentences. A good mechanic makes a paragraph easy to read, and it will interest the readers.

The fifth problem is vocabulary mastery. The students felt difficult to start writing because they lack in vocabulary mastery, so they need a long time to explore their ideas.

6. Scoring Method for Writing

According to Brown (2003: 242-245), test designers commonly use three major approaches in scoring writing performance: holistic, primary trait, and analytical.

a. Holistic Scoring.

Holistic Scoring is a scoring method in which each

point on a holistic scale is assigned a systematic set of descriptors, and the reader-evaluator matches the descriptors to arrive at a score. Descriptors typically (but not always) follow a pattern. For example, the first descriptor across all score categories may address task achievement quality; the second may address organization; the third may address grammatical or rhetorical considerations; and so on. However, scoring is truly holistic in the sense that those subsets are not quantitatively added up to yield a score.

b. Primary Trait Scoring

According to Weigle in Brown (2003:242), primary trait scoring is a method of scoring that focuses on "how well students can write within a narrowly defined range of discourse." This type of scoring emphasizes the task at hand and assigns a score based on the text's effectiveness in achieving that single goal. It means that the students' writing scores will rise or fall based on their ability to achieve the goal of the texts. The advantage of this method is that it allows both the writer and the evaluator to concentrate on function. In summary, a primary trait score would evaluate the accuracy of the original's account (summary), the clarity of the procedure steps and the final result (lab report), the description of the main features of the graph (graph description), and the writer's expression of opinion (response

to an article).

c. Analytic Scoring

Brown and Bailey (2003:243) developed an analytical scoring scale with five major categories (organization, content, vocabulary, syntax, and mechanics) and a description of different levels in each category ranging from "unacceptable" to "excellent." Brown and Bailey's Analytic scale for rating composition tasks will be explained as follows:

(1) Organization

Organization consists of introduction, body, and conclusion. There are five levels in this scoring:

(a) Excellent (20-18)

Appropriate title, effective introductory paragraph, and topic is stated, leads to body: transactional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and companies.

(b) Good (17-15)

Adequate title, introduction, and conclusion; body of essay is acceptable, but

some evidence may be lacking, some ideas aren't fully developed; sequences logical but transactional expressions may be absent or misused

(c) Fair (14-12)

Medicare or scant introduction or conclusion; problems with the order of ideas in 'body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.

(d) Unacceptable (11-6)

The criteria of this level: Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.

(e) Not college level work (5-1)

Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader.

(2) Content

(a) Excellent (20-18)

Essay addresses the assigned topic; the ideas are concentrate thoroughly developed; no extraneous material; essay reflects thought

(b) Good (17-15)

Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.

(c) Fair (14-12)

Development of ideas not complete or essay is somewhat off the topic paragraphs aren't divided exactly right.

(d) Unacceptable (11-6)

Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; in adequate effort in area of content.

(e) Non college-level work(5-1)

Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

(3) Grammar

(a) Excellent (20-18)

Native-like fluency in English grammar, correct use of relative clauses, prepositions,

modals, articles. Verb forms, and tense sequencing; no fragments or run-on sentence.

(b) Good (17-15)

Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware them; no fragments or run-on sentences.

(c) Fair (14-12)

Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.

(d) Unacceptable (11-6)

Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.

(e) Not college level work (5-1)

Several grammar problems interfere greatly with message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

(4) Mechanics

(a) Excellent (20-18)

Correct use of English writing convention:
left and right margins, all needed capitalist,
paragraphs, indented, punctuation, and
spelling; very neat

(b) Good (17-15)

Some problems with writing conventions
or punctuation; occasional spelling errors; left
margin correct; paper is need and legible.

(c) Fair (14-12)

Uses general writing conventions but has
errors; spelling problems distract reader;
punctuation errors interfere with ideas.

(d) Unacceptable (11-6)

Serious problems with formal of paper;
parts of essay not legible; errors in sentence
punctuation and final punctuation;
unacceptable to educate readers

(e) Not college level work (5-1)

Complete disregard for English writing
conventions; paper illegible; obvious capitals
missing, no margins, severe spelling problems.

(5) Vocabulary

(a) Excellent (20-18)

Practice vocabulary usage; use of parallel structures; concise; register good

(b) Good (17-15)

Attempts variety; good vocabulary; not wordy, register OK; style fairly concise

(c) Fair (14-12)

Some vocabulary misused; lacks awareness of register; may be too wordy

(d) Unacceptable (11-6)

Poor expression of ideas; problems in vocabulary; lacks variety of structure

(e) Not college level work (5-1)

In appropriate use of vocabulary; no concept of register of sentence variety.

In this research, the researcher uses analytical scoring, based on Brown and Barley there are five categories were given namely organization, content, grammar, mechanic and vocabulary.

B. The Definition of Essay Writing

The essay is still the most common type of assignment in academic writing (Bailey, 2015; Meyers, 2014). (Van Geyte, 2013). An essay is a piece of writing that consists of one topic divided into several paragraphs (one for each major point), beginning with the introductory paragraph and ending with the concluding paragraph (Oshima & Hogue, 2006). The primary elements of the essay are (1) the introduction paragraph, which presents enticing statements to the readers' attention, (2) the body paragraphs, which provide development of a sub-topic of the topic in each paragraph, and (3) the conclusion paragraph, which restates the main points and includes additional quotations.

One of the requirements that must be possessed by students in academic writing subject is writing essays. For students who take English as the subject, it is one of the tasks for students to be able to make essay writing. In writing an essay, the students need to know how to compose a good essay. The writers will not again confuse about choosing the main ideas or topic in the essay if the writer reads some literature. Therefore, reading may construct their essays with the topic which they prefer. They will take the keywords to develop their writing.

In the essay, one topic is enough to be discuss for the students. The topic may express their essay in many ways, such as descriptive, narrative, expository, etc. Not only in a certain way, but also in general, they can write the essay. The essay consists of paragraphs that are written systematically

with one topic or thesis statement. In the essay, the main idea does not appear in the whole paragraph, but only occur in the first paragraph (Nugraha, 2016). To sum up, writing an essay is more complicated than writing a paragraph, except that an essay is longer than a paragraph. Further, the essay is a long writing text that needs more knowledge, motivation, and confidence to put their ideas into their writing.

In essay writing, the students may get an in-depth knowledge of a topic based on their research and reading. A good skill of essay writing is to discuss and evaluate ideas within a set word limit critically. The focus of an essay is usually on developing an argument or analyzing ideas. According to Rahmatunisa (2014), students are mostly more easily writing essays using their native language than writing essays using their foreign languages. It happens because identifying the words in their mother tongue is easier than identifying the words in their foreign language. It will be in different cases. Any problems will occur when we try to write in a foreign language.

C. Previous Studies

The researcher takes two previous studies as inspiration and consideration in conducting the study. The first previous study is a thesis entitled “*An Analysis of Students’ Ability and Problems in Writing Recount Text at Grade VIII of SMP N 29 Padang*” conducted by Sari. The method used in this research is a descriptive study method. The writer collects the data by written test and questionnaire. The data of this research are collected from 30 students. From the questionnaire there are five question which deal with content. The data shows that the average of students answered toward

the content of writing. There are more than 50% students give answered that they almost never have problem in content. The second problems is organization. More than 60% students answer that they do not have any problem in organization of the text. The third problem is vocabulary. The data shows that more than 50% students have problems in vocabulary. The fourth problem is grammar. The data shows that more than 50% students have problem in grammar that indicated the students do not really master grammar in writing. The last problem is mechanics. The data shows that there are 78,66% students answer that they are seldom and almost never have problems in mechanics of writing. This research shows that there are many students has difficulties in grammar and vocabulary.

The second previous study is Yanti's thesis, "*Students' Ability in Essay Writing at the Eight Grade of SMP N 3 Sawit in 2013/2014 Academic Year.*" This research is of the descriptive variety. The informant and writing test served as the research's data sources. The purpose of this research is to learn about the aspects of writing descriptive paragraphs that are the most difficult for eighth grade students, as well as the students' understanding of essay writing. According to the research findings, the students' ability in content belongs to the good category, with the best average being 72,33, Mechanism 60,5, Grammar 64,16, Organization 66,83, and Vocabulary 67,5. According to the data, the aspect of essay writing mastered by students in the eighth grade of SMP N 3 Sawit is fair.

The researcher discovered similarities and differences based on the preceding studies. The similarities between those previous studies and this

research are that the type of research is descriptive, and the data is collected through a written test. The differences between previous studies and this research are the location and subject of the research. Based on the previous studies, the researcher is conducting a study titled "*An Analysis of Problems in Essay Writing of Third Semester Students of IAIN Kediri's English Department.*"