

CHAPTER II

LITERATURE REVIEW

This chapter covers of research topics. The definition of writing skill, teaching writing, writing problems, the definition of essay, type of essay and some previous studies related to title.

A. Writing Skill

The most challenging skill in learning a language is writing (Xin, 2007). Even for foreign students who must write their final project in English, this is the hardest subject for them to master (Shapo, Walter, & Fajans, 1995). All of the instruction, learning activities, class activities, and assignments in an international class must be conducted in English. Writing abilities, especially in English, are still undervalued (Coker & Ritchey, 2015).

Writing is considered to be a challenging activity. It is an individual act that takes place in private (Di Loreto & McDonough, 2013). It takes a significant amount of time to develop this skill, which is one of the reasons why it so challenging. According to Nation (2008), the most effective way to write is to understand that the covering the following several stages in order to produce a written product. This is the optimum approach to writing. As a direct consequence of this, being proficient in the written form of a second language or a foreign language is not a simple endeavor (Hyland, 1989). Students are expected to have a firm understanding of both the linguistic components and the attitudes associated with them, such as being ready to repeatedly practice writing. This strategy may not be interesting to all of the kids. According to Hampton (1989), writing abilities are a set of skills that authors utilize to put their thoughts into words in a meaningful

manner and to have readers interact with the message. Writers use these writing talents to create a connection between themselves and their readers. When writing, one must always keep in mind one's audience. Given that writing is essentially an act of encoding that is performed with an audience in mind (Di Loreto & McDonough, 2013). Messages are sent via the use of letters and symbols by the author, and this process involves consideration of content, organization, originality, style, fluency, correctness, and the proper use of rhetorical forms of discourse (Spratt, Pulverness, & Williams, 2005).

B. Teaching Writing

Particularly in the elementary and intermediate levels, teaching writing is typically seen as a means of completing homework and tasks. This is especially true at the primary level (Byrd, 2011). The learning activity that takes place in the classroom is the teacher giving the subject to the students, while the students take notes and listen to the teacher (Chang, 2011). This perspective is often referred to as learning via a teacher-centered method or a conventional approach. Both of these terms refer to the same thing. It stands in stark contrast to the belief that learning is a constructive process, in which students actively generate the information rather than receiving it passively from teachers. This view is thoroughly debunked by the evidence shown here (Pardjono, 2002). As a direct result of this, Piaget and Dewey's ideas rejected the conventional learning method (Pardjono, 2002) due to the fact that it is ineffective to educational solutions that should relate to active learning rather than traditional learning (Kompa, 2012). As a result, the instructor is responsible for choosing and using the most suitable instructional strategy for the subject matter. Because an approach may be seen as a person's point of view with

regard to the process of learning, it is essential for instructors to detail the instructional strategy that will be used throughout student instruction (Rusman, 2014). As a result, making use of the appropriate technique may be of assistance to and have an effect on the successfulness of teaching writing in the classroom. According to Al-Zu'be (2013), there are two distinct types of educational philosophies: the teacher-centered approach and the student-centered approach to education.

C. Writing Problems

Reading, listening, speaking, and writing are the four skills necessary to communicate effectively in English. Writing is one of those talents. Writing is usually regarded as the most challenging of the four English talents, despite the fact that it plays an essential part in the progression of language. This is due to the fact that writing is a demanding activity that requires significant mental effort (Setyowati et al., 2017). Writing is a linguistic skill that may be utilized for both productive and expressive goals, according to Tarigan (1987), who defines writing as such. He is also of the opinion that in order to become a writer, one has to have experience, time, learning chances, specialized abilities, and instruction from a teacher directly. Writing effectively is not a talent that can be picked up on its own without prior training. Practice and experience are very necessary for honing one's writing talents. The capacity to generate new ideas, recount material in a narrative or descriptive style, and transfer knowledge into fresh writing are all skills that are often required for writing. According to Scrivener (2011), learning to write requires the learner to engage in a range of mental processes simultaneously. They need more time to think, ponder, plan, practice, make errors, and ultimately come up with better choices and answers in what they write.

D. Essay

In general, an essay is a piece of writing that discusses a topic from the writer's own point of view and is written in the third person. An associate essay is a kind of scientific work that is written in the form of ideas, thoughts, and views. In a different sense, an essay may be a written work that takes the form of an opinion or someone's perspective on a problem. In this context, an essay is a kind of written expression.

A piece of writing known as an essay often has more than one paragraph. According to what Oshima and Hogue (2006) had to say, an essay is a piece of writing that is made up of multiple paragraphs that each explore a certain subject matter. According to Dalman, who is mentioned in Indasworo (2019), an essay is a piece of writing that expresses the author's perspective on a certain topic.

According to Thoreau (2005), an essay is a brief piece of writing that presents the author's viewpoint on a certain topic. Therefore, the thoughts or points of view expressed by the author in the form of writing are the subject matter of an essay. Another definition of an essay describes it as a brief piece of writing that offers the author's point of view on how to solve an issue.

In addition, an essay is a brief paper that is written on a topic that is intriguing enough to warrant investigation and discussion. Helaluddin (2017) cites Rahayu's definition of an essay, which states that it is a piece of writing that discusses a topic by beginning with the presentation of the issue, expressing imagination and the author's own personality, and then supporting those statements with facts and theory. According to Wijayanti (2012), an essay should include information on events that take place in society or the environment, as well as the

author's experience in addition to her opinions or ideas on the subject being covered.

As what mentioned before, it will be conclude that essay is a scientific work. Essay may be a writing that consists of many paragraphs and discuss concerning sure topic. The subject will be opinion, purpose of read, expertise or a problem that draws attention.

E. Type of Essay

An essay in the narrative story tells a tale. In point of fact, the word "story" may also be used equally with "narrative." In this part, you will learn how to write a narrative essay as well as how to organize one. Even though narrative essays and a lot of other academic essays have the same basic shape, the writer of a narrative essay has more room for creativity in this kind of essay than in other academic writings. Narratives may tell very extensive tales or they can condense a lot of excitement into just a few minutes. According to Begum (2005), the framework of a narrative essay adheres to a definite format; nonetheless, narrative concepts are most often employed in a variety of writing assignments such as argument or compare-contrast writing. In narrative essays, the introduction is often the paragraph that comes before the first part of the tale. It gives a background on the location of the tale, introduces the main characters, and gets the viewer ready for what's to come in the plot. According to Begum (2005: 34), the introduction has to include both a hook and a thesis statement in it.

The term "descriptive essay" was coined by Nesamalar (2005), who described it as a "comprehensive analysis of physical traits as well as qualities of a person, an object, or a location." In order to paint a whole image, it takes into account all of the senses: sight, hearing, smell, touch, and taste.

Students would be able to produce a detailed write up with the use of journal entries. While students are writing, they often think back on memories or events that they would want to include in their journals. This lends credence to Nesamalar's (2005) assertion that a descriptive essay should pay attention to the senses.

The fundamental form that Hyland proposed consists mostly of argumentative essays. Although Lim (1994) and Kamimura (2000) divide the argument stage into two sections (argument and rebuttal, and discussion and opinion), both of these authors, along with Hyland, understand the argumentative essay to contain a thesis stage, which includes an evaluation or thesis statement, at the beginning, and a conclusion stage at the end of the paper. This model has been given the name "the five-paragraph essay" by Johns because the structure of an essay is typically presented in a manner in which the thesis statement is presented in the first paragraph, the argument stage is presented in the subsequent three paragraphs, and the conclusion stage is presented in the final and fifth paragraph.

F. Previous Studies

Several investigations of the writing difficulties experienced by Indonesian students of English as a foreign language have been carried out. Rahmatunisa (2014) conducted research on the difficulties encountered by Indonesian EFL students while writing argumentative essays. The results of this research showed that students of English as a foreign language experienced difficulties in linguistics, cognitive, and psychological domains. Ariyanti and Fitriana (2017) found that Indonesian university students studying English as a foreign language had difficulty composing essays free of grammatical, coherence, and cohesion issues, as well as diction and spelling mistakes. In addition, Hasan and Marzuki (2017) examined the

level of writing competence possessed by Indonesian EFL students by having the students complete a writing job within a certain amount of time. The results of their investigation revealed that the work of the students had grammatical errors that included incorrect use of prepositions, passive voice, passive constructions, articles, and plural forms of verbs.

Writing is said to be the most difficult skill for students to master because it not only generates ideas but also allows these ideas to be translated into perceived-text (Richards & Renandya, 2002). Additionally, it requires students to combine the skills of their neurological, physical, cognitive, and affective systems. Regarding the problem of writing that was discussed earlier, it was claimed that writing is the most difficult skill for students (Murray & Moore, 2006). It identified two factors, one internal and one external that contributed to the difficulties that EFL students encountered when writing. The internal factor was related to the students' inadequate proficiency in writing in English, while the external factor referred to the students' inadequate quality in studying the writing skills (Husin & Nurbayani, 2017). As a direct consequence of this, their capacity for writing left much to be desired.

Several investigations of the level of writing competence possessed by EFL university students in Indonesia have been carried out. According to Eliwarti and Maarof (2014), who carried out their research in Pekanbaru, Riau, it was reported that the ability of university students in essay writing was low because of the teaching of essay writing, the writing material, the complexity of writing skill, and the writing strategy employed by lecturer and students in the classroom. Then, in Pontianak, West Kalimantan, Aunurrahman, Hamied, and Emilia (2016) pointed

out that the EFL students' writing control related to the structures and linguistic features in argumentative essay writing was still limited. This was especially the case when it came to the development of critical thinking. Ariyanti and Fitriana (2017), who conducted their research at a private institution in Samarinda, East Kalimantan, found that the level of the essay writing skill possessed by EFL students was classified as being of a bad quality. In a nutshell, the findings of these research suggested that the essay writing skill of Indonesian university students studying English as a foreign language revealed unsatisfactory writing performance.