

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter details each sub-chapter that is in accordance with the systematics of writing a thesis which consists of review of literature and theoretical framework.

#### **A. Writing Skill for English Foreign Language Skill Students**

Writing skills need to be learned by EFL students because writing is a tool to convey ideas, thoughts and expressions felt by the writer. Zuhri & Sukarnianti (2015) describe that writing is vital for conveying our thoughts, ideas, and viewpoints to others. Additionally, Setyowati (2016) claims that writing is about having thoughts to communicate on paper and putting them together correctly. Writing is not only in the first language, but writing is also included in foreign languages. The difference lies in the structure used when writing words, sentences and even paragraphs. As a foreign language learner, sentence writing skills are not the same as writing in first language. This means that words are not translated one by one from the first language into a foreign language.

Several studies regarding EFL students' writing skills. Such as in Mustafa, et al (2022), show that the main challenges students face when writing are the limited vocabulary they have and the variety of grammatical structures they understand, the inability to understand reading texts, and difficulties in summarizing and paraphrase sentences. Another study find

that low potential EFL students had a positive view of writing skills. However, students need help from a teacher for this writing skill. Second, research from Toba, et al (2019) find that their personal reasons for experiencing these issues include a lack of writing experience, a dislike of writing, anxiety related to writing, a negative perception of writing, low motivation, insufficient time allotted for the writing test, and insufficient instruction on the writing process from their lecturers. Next, according Chicho (2022) states that the importance of learning a foreign language means that students' writing abilities require reinforcement through practice. Students may experience difficulties and roadblocks when honing their writing skills, such as nervousness or difficulty making connections between ideas, sentences, and words. The effective factors must be considered for that.

Not only that, other research about writing skill for EFL students. Other research from Mohammad & Hazarika (2016) find that ignorance in the four aforementioned domains directly affected other language items. For instance, when using articles, students committed grave errors. They mistook articles for definite and indefinite terms. They capitalized articles excessively. The usage of prepositions also caused confusion for the students. They were ignorant of how to use prepositions correctly. They appeared to be confused either about the choice of preposition or about where to put it in a sentence. Additionally, auxiliary and main verb

confusion plagued the students. They were ignorant of the proper usage of the perfect and continuous tenses.

It can be said that writing skills for students are still an obstacle. In fact, many students rarely practice their writing skills. Either because they don't know what to write, how to start writing or lack of vocabulary, especially in English. Almost all EFL students think that English is not very important for their daily lives. Even though the use of English can occur in everyday environments, starting from trends on social media, games that are played and in many products that are purchased or owned. It could add added value to language mastery for those who have the desire to be able to speak English. This shows that people who master English have additional value (Dwihartanti & Faizah, 2018).

From the several statement above, in sum English as a foreign language can still be learned if they have the desire to know and practice writing more often, even though there are many challenges ranging from lack of vocabulary, messy grammar to difficulties in understanding texts in foreign languages.

## **B. Students Difficulties in Writing English**

Writing is no longer something foreign to anyone. Whatever is expressed in written form is the meaning of writing. Even though the writing produced is just scribbles, words, phrases or even just one sentence. From these scribbles, someone can start their writing skills even if they experience problems such as difficulties in writing. But that is the beginning of

someone being able to have writing skills and produce good writing in terms of vocabulary, grammar and writing structure.

Of course there are many types of writing difficulties experienced by someone, especially students. Students may have difficulty expressing their ideas or thoughts, not knowing where to start, what to write, what the structure of their writing is and much more. Moreover, the difficulties experienced by students in writing English. The most common thing is that many students have poor English grammar and vocabulary. As in the research conclusion, Siahaan (2013) states that students had many errors in the texts they wrote. Moreover, it seems that low-achieving students have less knowledge of grammar in writing English. This is what drives educators to improve students' understanding in writing English so that they do not have many difficulties in writing, especially in English.

Several research results reveal that many students have difficulty in writing, especially in English and with several difficulties. Starting from research by Budjalemba & Listyani (2020) show that internal and external factors cause students' difficulties in writing academically. The internal factors included feeling under pressure, lack of knowledge, self-confidence, and self-motivation. The classroom environment, writing components, materials, and the teacher's style of instruction were all considered external factors. Second, Nenotek et al (2022) show that students were still having a lot of trouble with the four components of academic writing: discourse, organization, mechanics, and content. 1) thesis statement; 2) related ideas;

3) ideas developed; 4) uses of description, cause and effect, comparison, and contrast; 5) useful introductions; 6) topic sentences; and 7) references were found to present the most common difficulties (97%). Next, Pakaya & Nabu (2022) state that the four main difficulties in the essay writing course were inadequate vocabulary, poor grammar, lack of organization, and poor writing mechanics. Then, Phuong (2021) shows that the students faced seven difficulties when learning to write in English, including issues with vocabulary, grammar, prior knowledge, organizing ideas, time constraints, teacher issues, and issues with mother tongue. Of these difficulties, the students find "allotted time" to be the most difficulties. Other research, from Qowiyuddin et al (2023) find that students' difficulties with learning English are primarily related to their writing and listening skills. Spelling mistakes have a 30% difficulty level, vocabulary errors 40%, listening errors 10%, and language errors 20%.

From some of the research results above, there are still many students who have deficiencies in grammar, minimal vocabulary and lack of interest in writing English are factors that cause students' difficulties. This statement relevant with Browne's theory (1999) about student difficulties consist of spelling ,vocabulary, grammatical, and organization will be learnt together and grow to help the student demonstrate more advanced writing skill based on their step level.

### **C. Students Perception on Writing Skill**

About student perceptions, where students are free to give their opinions, comments or responses about anything. Free according to what is felt and experienced. Student can tell it is perception because it is through experience when they see, feel, listen to and even touch something or an object so that they gain information and their ability to understand. As Qiong (2017), perception is the process of becoming aware of or comprehending sensory data is known . Also, according Anggraini (2021) perception includes how we see or comprehend things with one or more of our senses, as well as our experience of the information content, which we can compare to past experiences. Perception is ability to understand the difference. Therefore, students' perceptions regarding writing skills certainly different.

Perception can be measured using an attitude measurement scale because according to Notoatmodjo (2014) a person's perception, behavior, emotional life and tendency to act are part of the attitude component. The attitude measurement scale is the same as the Likert Scale which uses statements or questions to measure perceptions based on responses from participants. Relevant with Sugiyono (2017) states, the Likert scale uses statements or questions that measure perception responses with categories including; Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The researcher eliminated the Neutral (N) category with the consideration that Neutral would raise concerns about the middle answer

because it was uncertain between agreeing and disagreeing with the statement.

Several studies have stated results regarding students' perceptions of writing. First, Ceylan (2019) states that when they first start writing, using basic writing techniques like prewriting, drafting, editing, and goal-setting may help them concentrate, generate ideas, arrange them, and produce coherent writing. Their lack of general knowledge about the subjects implies that they do not possess the fundamental research abilities required of a university-level student. Second, from Adiwijaya ,et al (2019) find that English Education Department students valued writing and thought it was the second most important skill, after speaking. Teaching writing skills should involve having students draft, write, and revise in a laid-back environment with lots of practice. Feedback on how to improve one's writing should be included in the writing evaluation. The hardest problem for the students to overcome was coming up with ideas. The students also suggested a few factors that might prompt them to write, including having an idea or inspiration, having an assignment, being in the mood, having time set aside for writing, being motivated, and being in an environment and circumstances that are encouraging.

Other research about student perception on writing skill in previous research. Other research from Habibi, et al (2017) find that the students had little trouble with the writing portion of the course. Furthermore, based on the mean interpretation, the majority of students concurred that their

main areas of difficulty were word choice, poor organization, and illogical sequence. Then, from Oktarina, et al (2018) find that the instruction provided on academic writing in Indonesian language classes is deemed adequate and appropriate given the current circumstances. In actuality, though, there are still certain areas where academic writing instruction needs to be improved.

Their perceptions about writing certainly differ. There are those who give a good perception because students can and understand writing skills. There are those who give a bad perception of writing skills because basically they lack or cannot even understand writing skills well. In fact, those who give a bad perception about writing are students who do not take lessons related to writing skills.

To summarize the poor perception of writing ability was caused by the students themselves, where students did not follow writing lessons well. Meanwhile, a good perception of writing skills arises because as a teacher, he has provided and facilitated students with appropriate materials and media for writing activities.

#### **D. Theoretical Framework**

The writing skills needs by language learners, including EFL students, have mean that writing skills are the talent or ability that a person has in writing. Writing skills are also stated as a tool for someone to communicate in a medium. Then, writing skills are considered as a tool to



convey one's ideas, thoughts and views in a scribble or writing. Not only that, writing ability is the result of what a person expresses in writing.

Writing is a skill that is familiar in any field. Whatever profession you carry out, in every aspect there must be writing activities. Having good writing skills will produce good written work that is easy for readers to understand. On the other hand, having poor writing skills makes readers less interested in the results of the writing and the meaning in the writing may not be conveyed to the reader because writing means conveying information and even feelings to the reader.

Regarding writing, especially students are likely to encounter various difficulties that hinder their writing learning activities. Moreover, each student certainly has different writing abilities and with different difficulties. Some common student writing difficulties occur, such as when students have language barriers. Moreover, students who are not native speakers of the language being studied are likely to experience difficulties in understanding rules ranging from language usage, vocabulary and grammar. Not only that, there are other problems such as arranging sentence structures, paragraph content and mechanics in writing related to punctuation, capitalization and spelling.

Between the writing difficulties that each student has or experiences and learning to write is related to several aspects of writing skills. Lack of understanding in one aspect will make the writing less than perfect. As stated in the previous paragraph, these aspects of writing include the use of

language in writing, vocabulary, grammar, good content, mechanics in writing which are related to punctuation and capitalization. So every aspect will influence the results of the writing that has been created.

The conclusion that can be written from the relationship between the two variables between student difficulties and learning to write that every student certainly has one or more aspects of writing difficulties. Whatever aspect they have will influence how the student learns to write, even the writing produced by the student. Therefore, researcher want to know aspects of the difficulties that students have in learning to write.