CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories related to the study. The theories expressed in this chapter are the definition of writing, writing process, writing purpose and writing difficulties.

2.1 Definition of Writing

Writing is the way to convey an idea into readable form. Writing is considered as the most difficult subject amongst others. Being able to write can encourage students to focus on accurate language use (Harmer, 2004). Moreover, writing can be defined as a media and communication. It is the reason why writing is very important to be learned by students in order to create a good relationship with others.

Writing is not only about generating and organizing students’ idea into readable form but also translating their ideas into understandable words. It is not an easy task to transfer spoken language into written form. Blanchard and Root (2004) state that to make good writing, students have to make a good organization. Students have to divide their ideas into groups and putting them in a logical order.

2.2 Writing Difficulties

In writing, many students faced difficulties. Particularly, writing English composition is not easy. Students have to practice in developing this skill. Some students feel frustrated when their teacher gives a writing assignment. In contrast, writing is important in academic fields. It is because students have to write a
composition for their class. Brown (2007) claims, there are three main factors of
difficulties: psychological, linguistic, and sociocultural factors. Therefore, this
research will just focus on linguistic difficulties. This research is based on the
related of grammatical errors and the use of an unsuitable form of writing.
Moreover, the lack of information, spelling, and vocabulary are also the example
of their difficulties.

2.2.1 Linguistic Difficulties

Ludescher (2008) believes that linguistic aspects have to describe
system: phonology, grammar, meaning, language style, and syntax. This
study will not focus on the whole factors, but only focus on determining the
students’ difficulties in writing subject. Its difficulties include grammar,
vocabulary, spelling, and punctuation.

2.2.1.1 Grammar

Grammar is one of the most important language components that
students have to learn. According to Nunan (2003), grammar is to be set
of rule specifying the correct word order at the sentence level. It teaches
students how to speak, write, and read English correctly. Learning
grammar can enhance the students’ knowledge about the structure of
sentence so they will be able to compose word into a meaningful
sentence.

1. Double gerund and infinitive

Example: I love to swimming – (False)
I love to swim OR I love swimming – (True)
2. The use of tense

Example: I am watching football match yesterday – (False)

I watched a football match yesterday – (True)

3. The use of How About

Example: How about go to see a festival? – (False)

How about going to see a festival? – (True)

4. The agreement between Subject and Verb

Example: The clothes is on wardrobe – (False)

The clothes are on wardrobe – (True)

Hence, Dewi (2014) states that most students difficult to learn grammar especially in tenses aspect (past, presents, future). It is because Indonesia does not have differences in a time frame. The time frame is a basic problem in tense. Rohmatillah (2017) believes, learning a foreign language becomes difficult because the target language has a different system from the native language.

2.2.1.2 Vocabulary

Vocabulary is an essential part. It helps students to express their ideas with a suitable word. Vocabulary is learning about the meaning of a word (Alqahtani, 2015). Choosing a suitable vocabulary in a paragraph is also important. It is because vocabulary affects the meaning of the sentence itself.

1. Affix

   a. Prefix (At the beginning of a word)

   Example: Locked – Unlocked (Negative)
Possible – Impossible (Negative)
Appear – Disappear (Negative)
Take – Retake (Again)
Act – Overact (Too much)

b. Suffix (At the end of a word)

Example: Improve – Improvement (V + Suf)
Weak – Weakness (Adj + Suf)
Important – Importance (Adj + Suf)
Politic – Politician (Job)
Art – Artist (Job)

2. Similar Meaning (Hear – Listen)

Hear is like a sound that comes to our ears accidentally.

Example: I heard a knock at the back.

Listen is when we pay attention and try to understand every sound.

Example: I listen to Calvin’s music.

Rohmatillah (2017) argues, the students found difficulties in choosing the meaning of a word that suits the content. Adding prefix and suffix also can cause the changing word classes. The changing of word class sometimes can change the meaning of the word itself. It can make the students more confuse about choosing the right vocabulary. It happens because of the lack of knowledge about the meaning of each vocabulary.
2.2.1.3 Spelling

Spelling is a code that consists of letter sequences to represent a specific word (Berninger & Fayol, 2008). It is very important to avoid misunderstanding in a sentence. Harmer (2004) claims, students have to read as much as possible to help them remember the English spelling well. It is because when students read, they will automatically pay attention to the word construction. There are some rules in spelling.

1. Double letter
   
   a. Doubling consonant when adding suffixes
      
      Example: Sit – sitting
                  Bat – batting
                  Prefer – preferred

2. Incorrect spelling
   
   Example: LIE and LAY
            SALE and SELL
            LOSE and LOOSE

   Some students write the wrong spelling, but sometimes they also create another vocabulary in their misspelling. It builds the new sentences that do not have logic meaning. Misspelling happens because students feel lazy to open the dictionary just to look at how to spell some word. Said (2018) remarks, students do not know the use of double consonant, silent letter, and vowels in general.
2.2.1.4 Punctuation

Punctuation has an impact on a sentence. It will give a different meaning of the sentence if the writer put the punctuation in a wrong place. Punctuation also helps the reader easy to follow the flow of the paragraph. Harmer (2004) indicates, that if punctuation such as full stop, commas, and capital letter are not used correctly, it will leave a negative impression and make the text is difficult to understand. There are some types of punctuation.

1. End punctuation

End of punctuation marks appeared at the end of sentences.

a. Full stop (.) follows a complete statement
   Example: Basketball is a good game.
   Rossa is Indonesia’s singer.

b. Question mark (?) follows a question
   Example: What are you doing?
   Where is the toilet?

c. Exclamation point (!) follows a sentence of strong emotion.
   Example: Good luck!
   Get out of here!

2. Comma

A comma marks uses to break different parts of a sentence. It also warns readers to stop the reading just a little bit.

a. Using commas in a listing
Example: The colors of my wall sticker are blue, yellow, and green.
I love to eat pizza, burger, and fried rice.

b. Using commas in separating clause

Example: I first saw him in Malang, where I lived in the early school.

c. Using commas before and, but, or, nor, for, so, and yet in a part of compound sentences.

Example: I used to afraid of the fireworks, but now it doesn’t bother me.
My mom loved to dance, and my dad loved to sing a song.

d. Using commas in the date and address.

Example: Malang, East Java
April 21, 2001

e. Using commas after the salutation of a social letter and after the closing of all letters.

Example: Dear Mr. Suherman
Sincerely,

3. Colon

A colon (:) tells the reader that something will follow.

a. Using colon before a list item.

Example: we will visit the following cities: Malang, Banyuwangi, Pasuruan, and Ngawi.
b. Using colon between the hour and minute

Example: 07:31 PM

4. Quotation marks

Mainly to indicate quoted speech and material quoted from another printed source.

a. Using quotation mark to enclose the exact words someone said.

Example: Ariel said, “I am going to Nganjuk”

b. Using quotation mark around the title of a short movie, song, article, etc.

Example: My favorite song is Bruno Mars’s “Talking to The Moon”

Some students may think that the use of punctuation is unimportant. Therefore, they will not think too much about it. They do not know that without punctuation their sentence will have a different meaning. Punctuation can affect the meaning of the sentence too. Etinurwati (2016) mentions that the main problem is students do not know about the function of each punctuation. It makes students careless and ignores the punctuation.

2.2.1.5 Capitalization

Capitalization is one of the elements in proper writing. The purposes of capitalization are to distinguish proper nouns from non-specifics noun, to start a letter in the beginning of sentence. Mikheev (2002) states capital word stand for name of organization, the first word in a sentence, people, locations, names, etc.
1. The first word in sentence

Example: teacher should ask the students to read. – (False)

Teacher should ask the students to read. – (True)

2. Proper noun

Example: I am reading new york times. – (False)

I am reading New York Times. (True)

Some students are less of unawareness in using capitalization for their paragraph writing. Pressey (2015) adds students frequently facing difficulties in the use of capital word in the beginning of word, capitalize in proper word, phrase, etc.