

CHAPTER II

LITERATURE REVIEW

A. Theoretical review

1. Teaching the English language

a. Teaching English

The researcher teaches four essential English skills. First, students must possess reading, listening, speaking, and writing skills in learning English at school (Permendikbud No.24 of 2016 concerning KI and KD 2013 in Education).

The variety of languages used in expressing something can be in the form of oral or written (Indah, 2011). The language variety consists of four abilities: listening, speaking, reading, and writing. These four skills were related and formed a unity in essence. However, writing was an ability that required special attention among the four capabilities above. Although it appears to be simple, writing the actual one necessitates a lot of thought and effort. As a result, if writing was described as a comprehensive set of skills that may be used to teach Indonesian in a non-threatening manner, it is not a good idea.

b. Writing skills

Writing consists of several aspects. First, the terms of writing were topics and academic writing projects. Writing is an activity that allows people to express themselves with language (Nurgyantoro, 2001). Writers must be able to employ vocabulary, grammar, and language structure because writing is both a productive and expressive activity.

Communication and thinking abilities also help because writing describes feelings that have happened or will happen (imaginatively). Writing would heavily engage the brain's thinking ability, aided by literacy and communication abilities. Other individuals could learn about our views, points of view, and ideas via our works, which could reveal us as humans.

Writing is an activity of delivering messages (communication) using written language as a medium or tool (Mohammad Yunus, 2008). There are at least four aspects of written communication: (1) the writer as a messenger, (2) the text or message content, (3) the channel or medium in the form of writing, and (4) the reader as the message recipient. Then, writing in English, for several foreign language learners, looks pretty challenging; this opinion was expressed by Tuan (2010)

According to Suhendra (2015: 5), writing skills are someone's skills to express ideas in writing. It can be said that writing skill is a unique ability

that helps the writer in pouring his thoughts into a series of words in a meaningful form and mentally interacting with the message. So, it is also interpreted that writing was an activity to convey messages in written form. The writing skills for students include mechanics in writing (such as grammar, sentence structure, spelling, etc.) and being able to communicate ideas clearly and concisely. Thus, writing skills should be owned by each student, but the quality of writing is different for each student. Communication skills and thinking skills significantly affect the writing of each student.

Based on the understanding of writing from several researchers above, it could be concluded that writing was an activity to pour ideas into written form.

2. Teaching Writing

In writing activities, there are pretty important things that can be done, namely teaching activities; in this case, the researcher focuses on teaching writing activities. It said that the best way to improve someone's reading ability was to have them write. Writing focuses students on phonics, comprehension, mechanics, developing their voice or perspective, and communicating this perspective to others. The report makes readers better and improves understanding and critical thinking.

According to Brown (2001), there are five aspects of writing, namely:

a. Content

Content is the content of the writing and the ideas described. In line with this, Wigati (2014) states that this element is related to the author's writing knowledge, including substance, thesis sentence development, and relevance in presenting the topic.

b. Form

The form is the arrangement or organization in writing that shows overall preparation of the correct writing structure on the type of text written. Merriam Webster said that form is one of several or many different ways something is seen, experienced, or produced.

c. Vocabulary

Vocabulary is the consideration of students in choosing the right words to express their ideas. Soedjito (2009: 24) stated that vocabulary is defined as:

- 1) All words in a language
- 2) The wealth of words possessed by a speaker or writer
- 3) Terms used in a field of science
- 4) A list of words that are arranged like a dictionary and explanations brief and practical

Furthermore, the vocabulary described by Richards, Platt, and Webber (1985) is a long-term lexeme that focuses on tagging, compounding, and idioms. Valette (1977) later discovered that vocabulary is a word or group of

words with a specific meaning. From the previous, it could be deduced that vocabulary was a word with a particular purpose that humans used to communicate and communicate with one another.

d. Grammar

Grammar is the use of syntax and grammatical forms in writing. The accuracy of sentence structures, including subject-verb agreement, tenses, word order, and other factors, was typically used to evaluate this component. In the book *English Grammar for Today*, Geoffrey Leech (1982: 3) states that grammar refers to the process through which language functions when it is employed for communication. In other words, grammar is the system that controls how language functions when it is used for communication. This knowledge enables us to comprehend that grammar is a science investigating how a language functions as a means of communication.

According to Jeffry Coghill and Stacy Magendanz (2003:xvi), “The set of guidelines that control a language’s structure is known as its grammar. The arrangement of words into meaningful units is determined by grammar”. Previously, the grammar of a language was a set of guidelines governing the language’s structure. Words are grouped into meaningful linguistic units according to grammar. Grammar was defined as a system of rules to create a language so that it had meaning or could be understood. Grammar was interpreted here.

e. Mechanics

Mechanics were considerations in writing applications, such as spelling and punctuation. According to Collins Dictionary, spelling is the ability to spell words correctly. It is also an attempt to spell a word correctly. Furthermore, According to Oxford Learner's Dictionaries, spelling is the act of forming words correctly from individual letters; the ability to do this.

In addition, several things are essential in learning to write, including:

1) Technique

Several techniques must be used in learning activities to achieve the subject matter for students. The method is a path, tool, or media used by the teacher to direct the activities of students toward the goals to be achieved (Gerlach and Ely: 2009)

Techniques were classroom activities integrated into a lesson and used as a basis for teaching and learning. In line with the above, according to the KBBI (2005:1158), the technique is defined as a method or system of doing something, how to make or do something, or how to make or do something related to art.

In this case, using techniques was essential, especially in teaching English. In addition, teaching English techniques were a way of presenting the language to students.

2) Strategy

According to McLean (2012), several writing strategies will help writers or students, especially college students, complete their writing assignments well. The writing strategy is divided into four steps: using the writing process, managing time, setting goals, and using the sources of knowledge from college.

3) Method

There were several methods for teaching writing: pre-teaching, while teaching, and post-teaching.

a) Pre-teaching

The teacher opened the meeting in this session by praying and greeting the students. After that, the teacher asked the students to prepare the material.

b) While teaching

In this session, before the teacher started teaching the students, the teacher reviewed the previous material and the student's progress. In this section, the teacher also motivated the students so that they were motivated in the teaching and learning activities.

c) Post-teaching

The author found two techniques in the teaching and learning process: group writing and personal writing. Limited time, vocabulary, and boredoms are obstacles teachers and students face in learning to write.

3. Writing error

In writing activities, we find some errors in writing. Whether it's an intentional error or not. Further, the errors were categorized into five (Schramper, 1989: A29) categories, they were:

No	Name of the error	Use	Description
1	Subject-Verb Agreement Errors	The subject does not agree with the verb in person or number.	Examples: He <i>walks</i> every morning. Correction: He <i>walks</i> every morning
2	Verb Tense Errors	Occur when an incorrect time marker is used.	Examples: I <i>have been</i> working on my paper since 6:00 am. Corrections: I <i>have been</i> working on my paper since 6:00 am.
3	Verb Form Errors	Occur when a verb is incorrectly formed.	Examples: I will be <i>driven</i> to the airport next week. Corrections: I will <i>drive</i> to the airport next week.
4	Singular/Plural Noun Ending Errors	There is often confusion about which nouns are countable and which aren't.	Examples: I have turned in all my <i>homework</i> this week. Corrections: I have turned in all my <i>homework</i> this week.
5	Word Form Errors	Occur when the wrong part of speech is chosen.	Example : I am happy living in a <i>democratic</i> country. Corrections: I am happy to live in a <i>democratic</i> country

In addition to the examples of errors put forward by the experts above, the researchers found several writing errors in English based on texts written by students, including:

a. Grammar

According to Ostler (1987: 236), grammar studies language rules that explain the relationship between words. The relationship between these words is the correct arrangement so that it gives meaning or meaning to anyone who uses the language. In addition, Roberts (1962: 3) states that grammar is a set of rules for making sentences. So the need for understanding is related to grammar because grammar can be said to be the main focus of writing. It is followed by the statement of Francis (1970: 8) states that grammar is an explanation of the way, which is sometimes also called the rule of law, which uses word order patterns in sentences.

Another opinion says that grammar is the core of the rules that explain how a language works (Emmit and Pallock 1992: 101), and Collerson (1994: 2) argues that grammar is a sure way of choosing and arranging words and other elements according to specific principles/rules whenever we use a language, either in speaking or listening, or writing or reading or just thinking.

b. Punctuation

There was no doubt about the importance of punctuation. It is essential in writing; it facilitates the reader's reading and prevents confusion and overlap between sentences and words. If a good writer uses it and places it in the correct

position, they will help the reader understand what the written. Unfortunately, the author ignores these signs, uses or abuses them, and does not place them in the correct position. It would be difficult for readers to read and could lead to misunderstanding of what is written.

According to Snooks (2002), punctuation had a significant role in the language's intended meaning. Thus, an understanding of punctuation was essential. If there is an error, even if it were only in the use of punctuation, it would destroy.

c. Subject-verb agreement

Subject-Verb agreement means that the subject and verb must have the same number. This is because verbs not only change their form to tell the time, but they could also change their shape to show how they had many subjects.

The Subject-Verb Agreement error was serious and indicated that the author does not give impact in English. Therefore, it was important for the researchers to understand the following thirteen situations that might cause subject-verb agreement errors. Because of this particular situation, there were thirteen appropriate rules to ensure that our subject and verb were always the same numbers:

- 1) Two or more subjects joined by “and” are considered plural and require a verb form without the “s.”
- 2) If the subject is changed to “every” or “every,” the issue is singular and will take the form of a verb ending in “s.”

- 3) If the plural subject is combined with “or,” “nor,” or “but,” the verb must only agree with the subject closest to it.
- 4) Indefinite pronouns are usually singular and take the form of a verb ending in “s”.
- 5) The subject of a verb is never in a prepositional or verb phrase. Therefore, you must isolate the word and find the right issue.
- 6) Some pronouns and nouns will not necessarily be singular or plural, depending on the object of the prepositional phrase. Instead, these words are always about sum or sum like: all, half, some, none, most, some, etc.
- 7) When a collective noun (family, group, committee, or class) is the subject, the verb ends in an “s.”
- 8) Some nouns, such as economy, mumps, measles, or news, end in “s” but are considered singular. You can tell that these “s” words are particular because if you omit the “s,” you don’t have a noun. For example, economy and new are adjectives that describe nouns. On the other hand, mumps and measles don’t make sense.
- 9) When a subject is a unit of measurement of time, distance, money, weight, etc., the team is considered singular, and the verb will end in “s.”
- 10) The verb often appears before the subject in questions or sentences that start with there or here.
- 11) The verb must agree only with the subject.

- 12) Gerunds (“ing” words) can be subject and follow the same rules above.
- 13) When using who, that, or which, you should look at the noun these relative pronouns refer to determine if the subject is singular and will have a verb ending in an “s” or a plural and have a verb without an “s.”

d. Coherence and cohesion

The terms cohesion and coherence were a unity that couldn't be separated from each other. The text's agreement could be established through cohesive devices that link ideas from one sentence to another or from one paragraph to another. Cohesive devices often used to connect ideas in writing include references, substitution and ellipsis, conjunctions, and lexical cohesion (Nunan, 1993).

Then, Thornbury (2005) supported the idea that a text needs to do more than just hang together but makes sense of it to make the text communicative and coherent. Yule (2009) also states that cohesion alone will not be sufficient to enable us to understand what we read.

Based on the understanding of some of the researchers above, it could be concluded that coherence and cohesion in the sentence were essential.

B. Previous Study

To provide evidence of the originality of the study, the authors present previous research as follows:

Fikri Asih Wigati conducted the first research, (2014), with the title “Difficulty in Writing Aspects of Students with Different English Proficiency Levels” this research was focused on writing at the student level with different levels ranging from basic to top group.

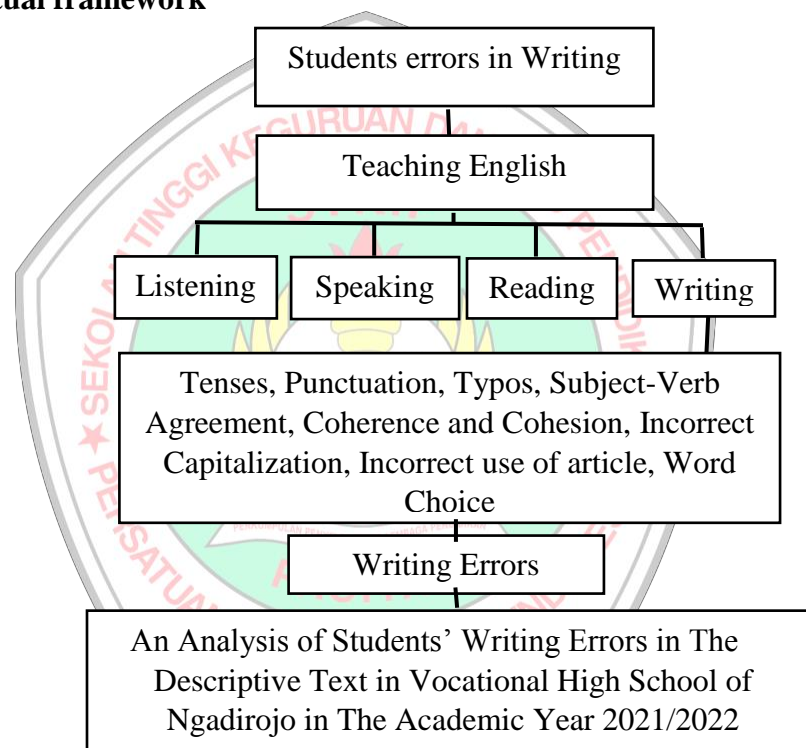
The second research was conducted by Tutut Nani Prihatmi (2017), with the title “English Academic Writing for students at the National Institute of Technology Malang: Barriers and Solutions.” This research was almost the same as that of the researcher. The difference was that the motorcycle taxis studied were at the college student level. At the same time, the analysis was made at the vocational high school level.

Third research from Hijjatul Qamariah conducted the third research, Sri Wahyuni, Meliana (2020) from STKIP Bina Bangsa Getsempena with the title “An Analysis Of Students’ Grammatical Errors In Writing English Text In The Second Grade Students Of Smk-Smti Banda Aceh.” This study focused on grammatical errors only, so it was certainly different from mine, which analyzes in outline.

Elyza Martiarini conducted the fourth research, and Eva Nurul Candra (2019) from Universitas Indraprastha PGRI titled “An Analysis Of Grammatical Errors In Writing Recount Text At The First Year Classes Of English Department.” This study focused on grammatical errors in recounting text in the first-year class students of the English Department.

The fifth research was conducted by Muh Dzul Izza Nawir, Syamsiarna Nappu, and Ilmiah (2019) with the title “Students’ Writing Error In Using English Causative.” This research focussed on finding the errors in the use of active and passive English causative in writing made by the sixth-semester Students English Department at the Muhammadiyah University of Makassar.

C. Conceptual framework



This research was conducted when the researchers conducted a Field Experience Practice (PPL) at the Ngadirojo State Vocational High School. Researchers carried out Field Experience Practice activities for one month. During PPL, the researcher found several cases where many students had difficulty writing, especially in English. It was proven after the researcher gave a structured task of writing a report text. Many students were still confused about what

they were to write, and after the researcher checked the results of their writing, many of them wrote the same as their friends, and after I clarified it to the students concerned

Based on this, the researcher wanted to examine students' writing difficulties especially students with problems in using grammar, punctuation, coherence, and others. It is related to the theory from Schramper (1989: A29) about writing errors.

