CHAPTER II
THEORITICAL REVIEW

A. Problem Analysis

1. The Definition of Problem Analysis

Problem analysis is a tool used to know the problems deeply. Coert Visser (2010) defined that problem analysis as dissecting and thoroughly studying a problem with the objective to understand how the problem emerged and how it grew to its current proportions.

2. The Type of Problem Analysis

There are five kinds of problem on students’ writing based on the aspects of writing by (Nurgiyantoro: 298-299). The problem are as follows:

a. Content

The titles that the students receive are considered familiar to the students. However, in this research there are some students who unable develop their ideas well. It is because they do not understand how to develop the ideas. They can not transform the ideas from the mind into written text.

b. Organization

The problem faced by the students in writing composition is how to organize the idea into sentences. There are some students are able to say why they want to write but have difficulty in putting it
into written form (Nation, 2009: 119). It is because the students get difficulties in developing their ideas and some students do not know what they will write.

The students can write composition if they know the rules in writing. Before they start to write, they have to choose the theme of their writing first, and then they make an outline. Which can help them in arranging the sentences into paragraph. With those steps, they can avoid some mistakes in writing composition. It will make the content suitable with the theme itself.

c. Vocabulary

Students have difficulties in organizing the ideas into sentences as the result their sentences are not communicative, students use unappropriate words when they write something. They put the words which are contextually unsuitable. It makes the reader re-read the text in order to comprehend the idea. Vocabulary becomes an important part in writing composition. This problem happens because they lack of vocabulary.

d. Language (grammar)

Generally, most of beginner students do not master English grammar well, they only start to learn English so their writing skill is still weak. Especially in grammar. It becomes a problem when they have to make composition which consist of sentences.
e. **Mechanics**

The students have difficulties of putting punctuation, miss typed in capitalization and misspelled because different between the pronunciation and written form of a word.

3. **The Steps of Problem Analysis**

The data of this research are the students’ problem in writing future plans. In gathering the data, the writer uses steps as follows:

a. Collecting the data from the students’ writing test.

The data is gained from students’ writing test that consist of 32 students of accounting class in SMK Negeri 1 Banyumas in academic year 2015/2016.

b. Identifying the problems of students’ writing test based on the writing aspects.

After collecting the data, the writer identifies the students’ problems in writing future plans based on the writing aspects proposed by Nurgiantoro (2001: 298-299).

c. Calculating the percentage of students’ problem in writing.

The writer calculates the problems to know the types of problem and problem distribution on students’ writing.

d. Concluding the results of types of problem and the distribution of each problem.

After conducting the research, the writer make conclusion to conclude the result of the research.
B. The Nature of Writing

1. The Definition of Writing

The four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing belongs to productive skill, and at the end of the lesson students will produce something in written form. Writing is one of the language skills which is important in our life which used to communicate indirectly, not face to face with another person Tarigan (2008: 3). Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn. Writing is the process of expressing ideas, thinking, or feeling in sentence on the piece of paper. Writing actually is transferring information, message or idea in grammatical sentence. The information, message or idea is necessary to be expressed in a text.

Writing is a form of problem solving where the writer faces two main tasks there are generating ideas in language and composing these ideas into a written structure adapted to the needs of the readers and the goals of the writer (Lyons, 1987: 1). Furthermore, writing is a process and what they write is often heavily influenced by constraints of genre, than these elements have to be present learning activity it is cited by Harmer (2004: 86).
Another opinion, writing is a language skill which is used to communicate indirectly to other people it is stated by Tarigan (1986: 3). Nunan (2004: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging the ideas into statement and paragraph that are able to understood by the readers.

Based on the explanation, it can be concluded that writing can be said as a mean of communication where written form is used to express the writer’s purpose. Through writing, they can also transfer information and knowledge to others. In other word, writing can be said as a mean of communication between the writer and the reader.

2. The Aspect of Writing

There are some aspects that can be evaluated in writing. Not only vocabulary and grammar but also content, mechanic and organization (Nurgiantoro, 2001: 307-308), those aspects are follow:

a. Content

Content include the topic and its explanation, discussion, evaluation, and conclusion (Nurgiyantoro, 2001: 441). It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear sentence development and relevant with the problem (Nurgiyantoro, 2001: 48).
b. Organization

Organization means that how the students organize their idea. Whether each paragraph is organize well or not. As stated by Brown (2004: 73) that writing section measure the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose a response to one assigned topic in standard written English, and to generate.

c. Vocabulary

Vocabulary is the most important thing that forms a phrase, sentence, and paragraph. Rivers as cited in Nunan (1992: 11) writes that vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of students’ vocabulary mastery.

d. Grammar

Grammar is a study of words and the ways word work together to form a sentence. Grammar is stated as the set of rules that combine words into larger unit (Greenbaum & Nelson, 2002: 1). Tenses and structure mastery really important to have paragraph constructed. It is difficult for students to arrange a good paragraph if the students do not understand well about tenses and structure mastery.

e. Mechanics

Paragraph is combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.
In conclusion, there are some aspects in evaluating writing result of the students, those are content, organization, vocabulary, grammar, and mechanics.

3. The Importance of Writing

Writing is very important for the students. From writing, students can explore their mind. Writing is basic language skill, as important as speaking, listening and reading (Harmer: 79-80) as cited in (Suwandita, 2013: 1). There are several important of learning writing (Harmer,: 2004: 31). Those are:

a. Writing encourages the students to focus on accurate language use, because students have to think critically when students will start writing. It can reduce students’ problems in writing.

b. Writing is often used as a means of reinforcing language that has been thought. Students use writing skill to make a note about what students have learnt in learning process.

c. Writing is frequently useful as preparation for some other activity. Example: students’ activity in the past and students’ daily activity.

d. Writing can be used as an integral part of a large activity where the focus is on something else such as language practice.

In conclusion, writing is very important for the students. By writing, the students can make correct sentences to organize a paragraph and also have the purpose to communicate with the readers using written language.
4. The Purpose of Writing

When someone writes something he or she has purposes for writing. Writing is used by educated people to record, to report, and to persuade, and those purposes can be reached by people who can organize well their thought and express it clearly (Tarigan, 1994: 4). According to Tarigan (1986: 24-25) defined seven common purposes in writing, there are:

a) Assignment purpose

Assignment purpose, writers will start writing when someone asks writers to write about something. Therefore, the idea which will be written by the writers does not come from the writers itself.

b) Altruistic purpose

It can be used to entertain the readers, to reduce the readers’ sadness, to help the readers understand and comprehend the feeling and their logic, to make their live much easier by using his writing.

c) Persuasive purpose

It has purpose to ensure the readers about the truth of idea given.

d) Information purpose

The purpose of writing is to give information, explanation to the readers.

e) Self-expresive purpose

The purpose is to introduce the writer to the readers.
f) Creative purpose

This purpose is closely related to the self-expression purpose. However, it tends to get the artistic values.

g) Problem-solving purpose

This writing is used to solve problem faced by the writer. Writers want to explain and observe carefully about his thought and idea to be understood and acceptable by the readers.

5. The Process of Writing

Writing is a series of activities to create a text that can be understood by everyone. Writing process is not only as a means of telling what students know, but also a way of exploring and developing ideas about certain topics. There are four main elements in writing process. They are planning, drafting, editing (editing and revising), and final version it is stated by Harmer (2004: 4-6). The processes are described:

a. Planning

In planning process, there are three main issues that have to be thought by writers. It means the writers have to decide the purpose of writing. It is important that students have to know about the purpose of writing. By knowing the purpose of our writing, the writer can decide the most appropriate style of the language. Therefore, the result will be effective to reach the purpose. Then, the writer have to think about the audience. The reader will be the audience, because most of
the language style will be influenced by the reader. Next, the writer have to consider the content structure that is how best to sequence that facts, ideas, or arguments which they have to decide it include (Harmer, 2004: 4).

b. Drafting

Drafting means getting ideas into paper in sentences and paragraph. In the writing process, drafting is necessary, for it helps one to write ideas and decide what should come first, second, third and so on until the last. During the drafting stage, you should concentrate on getting your ideas on paper, organizing your information logically, and developing your idea more than the development of perfect grammar, punctuations or spelling (Harmer, 2004: 5).

c. Editing (Editing and Revising)

Editing means the students read again what they write as a draft. By doing this, the mistakes can be minimized by writers and it makes writing effective.

Revising means the ability to evaluate the draft. To revise, one must evaluate. One assesses the first draft and decides where improvements are needed. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. One writer has said about revision, “It’s like cleaning house-getting rid of all the junk and putting things in the right order.”But it is not just
“straightening up”; instead, you must be ready to roll up your sleeves and do whatever is needed to create an effective paper. In revising stage you may need to change the order of your information, expand certain section, or cut details in others. This process continues until the essay is in the better form.

d. Final version

The last stage is final version. After all processes have been done, writer make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many changes in editing process. Any unimportant information stated in the draft can be deleted and inappropriate diction is change (Harmer, 2004: 5-6).

After running those processes, the writer sure that the result of the writing will be better and ready to be published to the reader.

C. Future Tense

Tense hold an important role in making a sentence in English either written or spoken, tense plays a very important role. In English, each sentence always contains a tense. Tense is a verb form or a verb phrase used to express a time relationship. Hornby (1975: 78) defined tense is the verb form or a series of verbs commonly used to signify the time relationship. Every kind of tense has their own characteristic. Future tense is one of tenses that is important to be mastered by students. Wrong perception of future tense will affect the students’ ability in constructing and understanding future tense.
sentences. Future tense is a tense denoting an action happen in the future. For example when someone will make a paragraph about future plans. Future plan is a plan which can be done in future time, usually it is written in future tense by using this following pattern:

1. **The Pattern of Future Tense**

   **Use Will**

   We use will when we decide to do something at the time of speaking.

   (+) Subject + will + V1 + Object/Complement

   (-) Subject + will not + V1 + Object/Complement

   (?) Will + subject + V1 + Object/complement

   **Use Going To**

   We use (be) going to when we have already decided to do something.

   (+) Subject + Be going to + V1 + Object/Complement

   (-) Subject + Be not going to + V1 + Object/Complement

   (?) Be + Subject + going to + V1 + Object/complement

2. **Characteristics of Future Tense**

   There are many words that can be used as a time marker of the future tense, those are: tonight, this afternoon, tomorrow, next year, two more days, the day after tomorrow, later, etc.
3. The Use of Future Tense

<table>
<thead>
<tr>
<th>To express a PREDICTION – either WILL or BE GOING TO is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) According to the weather report, it <strong>will be</strong> cloudy tomorrow.</td>
</tr>
<tr>
<td>(b) According to the weather report, it <strong>is going to be</strong> cloudy tomorrow.</td>
</tr>
<tr>
<td>(c) Be careful! You’ll hurt yourself!</td>
</tr>
<tr>
<td>(d) Be careful! You’re going to hurt yourself!</td>
</tr>
</tbody>
</table>

When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either will or be going to is possible.

<table>
<thead>
<tr>
<th>To express a PRIOR PLAN – only BE GOING TO is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) A: Why did you buy this paint?</td>
</tr>
<tr>
<td>B: I’m going to paint my bedroom tomorrow.</td>
</tr>
</tbody>
</table>

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only be going to is used.

In (e): speaker B has made a prior plan. She decided to paint her bedroom last week. She intends to paint her bedroom tomorrow.

(f) I talked to Bob yesterday. He is |

In (f): The speaker knows Bob’s...
tired of taking the bus to work. He’s going to buy a car. That’s what he told me.

intention to buy a car. Bob made the decision in the past and he intends to act on this decision in the future. *Will* is not appropriate in (e) and (f).

To express WILLINGNESS – only *WILL* is used:

| (g) A: The phone’s ringing. B: I’ll get it. |
| In (g): Speaker B is saying “I am willing, I am happy to get the phone.” He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses *will* to show this willingness. |

| (h) A: I don’t understand this problem. B: Ask your teacher about it. She’ll help you. |
| In (h): Speaker B feel sure about the teacher’s willingness to help. Be going to is not appropriate in (g) and (h). |

Azar, B. S. (1996: 45)
4. The Example of Future Plans

MY HOLIDAY PLANS

I'm really excited about my summer plans because my parents are taking me to New York!! We are leaving on 12th July and we have great plans. First, we are going to visit the Metropolitan Museum in New York City. I don't like museums in general, but this is really special. We are also going to go sight seeing and we are going to visit the statue of Liberty and the Empire State Building. Then we are going to the Great Lakes to do some scuba diving. Finally, we are going to Niagara Falls. That's an enormous waterfall. Part of it is in the USA and part of it is in Canada. It's amazing!

I'm going to need a big suitcase because I need to pack my summer clothes, shorts and T-shirts mainly, but I will also need my swimsuit, my flip flops, and some jumpers or cardigans because it might be cooler at night and by the Niagara Falls!

When we come back from New York, I'm going to go to the beach with my family. We usually go to Matalascañas. I have lots of friends there so it'll be a lot of fun!!

I can't wait for the summer!!

D. Previous Research

Problem analysis research have been conducted in the English as a second or foreign language. These research is important to be conducted because students’ problem always can provide knowledge how the language
is learned, and it provides the information to teacher to revise their lessons. In this research, the writer takes two previous research. The first is research that have been done by Muhamad Yasir (2014) entitled “An Analysis of the Second Year Students’ Problems in Writing a Spoof Text at SMA Semen Padang”. The aimed of this research were to describe the problems faced by the Second year students of SMA Semen Padang in writing a spoof text. In this research the writer took 58 students as a sample by using stratified cluster random sampling. The result of the data analysis of writing test showed that 30 students (51.72%) had problem in writing a spoof text. In detail, there were 16 students (27.58%) who had problems in writing orientation, 23 students (39.65%) who had problems in writing event, 37 students (63.79%) who had problems in writing twist, and 42 students (72.41%) who had problems in using simple past. Referring to the findings of this research, it can be concluded that students have problems in writing spoof text at SMA Semen Padang.

The second previous research was done by Lailatul Husna, at all. (2013) entitled “An Analysis of Students’ Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang”. The aimed of this research were to analyze the students’ ability in writing descriptive text. The result of this reseach that there were 10.7% students who got excellent for Mechanics component and 14.2% students for grammar component. For good category, there were 35.7% students who got good for organizing ideas, 28.5% for developing ideas, 32.1% for Vocabulary, 7.1% for Grammar and 1% for mechanics component. It means that the students ability of those four components were satisfactory.
Based in the previous explanation about research that had been done, it shows that there are many students still get problem in writing English and it is strongly proved that students’ problem is important to be analyzed in students’ writing performance.