

## CHAPTER II

### LITERATURE REVIEW

This section is the explanation for each theory to clarify the key terms. It is also a key component in the formulation of the research. It introduces some theories that can be applied as a foundation for the research. Thus, the researcher provides several theories of the key terms to create a comprehensive description of this research as follows:

#### 2.1. Writing

##### 2.1.1. Definition of Writing

Writing is an activity related to the creativity of ideas that are written in the form of writing on paper or in electronic media. However, writing is not just pouring thoughts into written form but there are other elements in it. Jeremy W. Creswell stated that writing entails planning out ideas, creating interview questions, making notes while you see something, and asking for permission to use someone else's interview questions or articles. It is aligned with White and Arndt (1991:3) proposed that writing is known as a method of problem-solving includes activities including idea generation, finding one's writing "voice," planning, goal-setting, monitoring and assessing what will be written as well as what has already been written, and looking for words that communicate meaning precisely. It means that writing is actually a complex activity, more than just expressing ideas but we also have to know what our purpose is to write, then we have to monitor and also have to evaluate what has been written.

Since we know that in writing need purposes of writing, Ruby (2001:18) in his writings stated that three purposes of writing, namely: 1). to give information to reader. Then, to make your reader easy to comprehend so include facts or example; 2) to persuade, include justification and reasoning to persuade readers and support

your stance. 3) to provide entertainment. The topic can be funny or painful situation or anything that can provide entertainment for readers and they enjoy it. Moreover, Linse and Nunan (2005) assert that writing is a combination of the process and end result of coming up with ideas, putting them on paper, and refining them until they are effectively and clearly communicated to readers. From Linse and Nunan we can conclude that good writing is writing that is easily understood by readers. It is because besides speaking as a skill used to communicate, writing also can be used to communicate with others. Therefore writing must have a sense, be able to convey the author's emotions so that readers feel like they are in the author's position as one of the purposes of writing that has been conveyed by Ruby.

Furthermore, Oshima and Hogue (2007:15) stated that writing is never a one-step action but it is a continual creative process. This is in line with the statement from Harmer (2005:4) who suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version. So the writing is not an activity with one step then finished but continues with the next step. It is not just express thoughts into writing, but starting from make planning what topic which want to be wrote before the writer continue to drafting. Drafting is like the writer express the ideas from predetermined topics, then editing if it is need and the last is evaluate until the text is good and ready to read by reader.

### **2.1.2. Writing Process**

Since writing activity is known as the complexity activity so writing do not just about write or put our idea on paper or other media but there are some process. Thinking about the process of writing, there some different opinion from some expert. From Brown (2001), the process of writing was divided into 3 stages there are

prewriting, drafting, and revising. Next, according Seow (2002), the writing process is more complicated that were planning, drafting (writing), revising (redrafting), and editing.

Meanwhile Harmer (2004) proposed 4 elements of writing process namely planning, drafting, editing, and final version.

#### 1) Planning Process

In planning process, there are three main issues be thought by the students. The first, the place has to decide the purpose of writing thing the information of the text to include in writing. The second, having shape experience of writing as paragraphs are structured and other writing to think about language styles (it is formal or 8 informal in tone). The last, having to consider the content structure of the piece (sequence the facts, ideas, or arguments which have decided to include).

#### 2) Drafting Process

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

#### 3) Editing (revising) Process

In editing, the teacher should read again what students write as a draft to check thing words or sentences as ambiguous or confusing if there are mistakes in writing. After finding the mistakes, then revise it. By doing its, the mistakes can be minimize.

#### 4) Final version Process

The stage is the final version. After all processes have done, the students should 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. After finishing that process, the result of writing is ready to be sent out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those processes.

Furthermore, Oshima and Hogue (2007) also revealed four steps in writing process, namely prewriting, Organizing, Writing, and Polishing.

1) The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops. In prewriting step, the student start to write by gaining the ideas.

2) Organizing.

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

3) The next is writing.

In this step, we write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and

acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end. After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

#### 4) Polishing.

In this step, we polish what we have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

### **2.1.3. The Writing Assessment**

The students' ability in writing is determined by some factors. The factor of teacher, students, environment, writing assessment, and the other aspects can be as the causes (Sharron, et al., 2021). For a teacher for example, giving an assessment of a student's writing work is a common way to find out which deficiencies have to be fixed by students. From the assessment, the students' writing skills can improve from some of the mistakes they made previously. That is why assessment is important in the teaching and learning and can not be separated from the process of teaching learning. It in line with Brown (2004), he stated that assessment is an ongoing process which is a part of the teaching and learning process. Since that, from that, students are able to improve their skills in writing by evaluating and controlling their own learning process and teacher also can because the assessment as a material for teaching developments.

Furthermore, to assess the students' ability, there are some components that can be used in assessing the students' writing

ability. These are content, organization, vocabulary, language use and mechanics (Jacobs et al.,1981)

### 1) Content

Content is a planning, writing, and editing process to make the text is clear and can be understood. In order for the reader to understand what message is conveyed by the author, the substance of the writing needs to be clear. Also, in content should be well unified and completed in order to provide a good text in writing. This is usually called unity and completeness, which is the product of good writing. A good paragraph needs to have unity, where only one main idea is addressed in each paragraph. If the author is going to bring forward a new idea, then begin with a new paragraph. The supporting sentence should directly relate to the main idea. Using content that does not really clearly support the subject sentence is incorrect. In the key definition, completeness has a concept that must be completely described and developed as a commentary on the controlling idea that is extensively developed by certain information in the text. It is required that the complete material of the writing is clear and easily understood to readers.

### 2) Organization

The writer reflects on how he chronologically arranges and organizes ideas when compiling the text. From the beginning to the end of the idea, presenting the idea in a chronological order is a must. There are several forms for writing to be structured and coordinated. This organization is also primarily recognized as an order. There is a definition to coherence which sticks together. All ideas are connected to one another in a coherent text. A coherent paragraph is one in which all the thoughts are correctly ordered and the reader is never confused. In the

following sentences and paragraphs in an article, writers are required to make efforts.

### 3) Vocabulary

One aspect of language related to the learning process in writing is vocabulary. In a process of writing text, the writer always thinks of the right way to put the words into sentences creatively and appropriately which then puts the sentences into paragraphs. Subsequently, with this the text can produce understandable writing. So, with the ability to master various word choices, this can help develop a more varied writing with a writing style that is not monotonous.

### 4) Language use

Language use in writing implicates correct form of the decrees of language or grammar. It focuses on verbs, nouns, and agreements. More specialized nouns and stronger verbs provide the reader with a mental picture of the description more vividly. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. There are lots of opportunities for errors in the use of verbs and for very common misconceptions. Having the opportunity to reread and review what the author has written can reduce errors.

### 5) Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important in terms of directing the reader to understand or recognize what the writer means with certainty. The use of good mechanisms in writing will make it easier for readers to understand the ideas of conveying messages or information that are stated in the writing.

#### a. Capitalization

In writing, the use of capitalization will clarify the ideas. In addition, the proper use of capital letters enables the reader to separate one sentence from another.

b. Punctuation

It can be used as a unit of meaning and suggestion and how its relation units are connected to each other.

c. Spelling

In using correct spelling, there are three significant rules to be followed. They are suffix addition, plural formation and error of handling within the words

## 2.2. Types of Text

Raison et. al (2004:13) suggests that in introducing various written text types in teaching writing, there are thirteen text types in learning writing that is narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote. For more details, the following explanation will explain about the types.

### 2.2.1. Narrative Text

Narrative text is a piece of text which tells a story that entertains or informs the reader or listener. The types of Narrative: adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, legends, fairy tales, fables.

Narrative text has a social function, generic structure, language features.

- 1) The social function of narrative text is to amuse or entertain and to deal with actual or vicarious experience in different ways, narrative with problematic events which lead to crisis or luring point of some kind, which in turn finds a resolution.
- 2) Generic Structure:
  - a. Orientation: introduction into characters or participants and also the setting.

- b. Complication: the rising of problems.
- c. Resolution: the problem is solved for better or for worse.
- d. Re-orientation: in the ending of the story.
- e. Language features of narrative text are using past tense, action tense, saying tense, and thinking tense.

#### 2.2.2. Report Text

Report is text type used to store or provide information about class of things accurately rather than a sequence. It has a social function, generic structure and language features.

- 1) Social function of report is to describe the way thing are in general inference/to report something.
- 2) Generic structure
  - a. General classification: starting classification of general aspect of thing like animal, public space, plant, which is will be discussed in general.
  - b. Description: describing the thing which will be discussed in detail, part by part, customs or deed for living creature and usage for materials. Usually the general fact of the subject.
- 3) Language features of repot text are using action verb, using conditional logical connection, and sing simple present tense.

#### 2.2.3. Recount text

Recount text is type of text, which has the social function, generic structure and language features.

- 1) Social function of recount is to retell something that happened in the past and to tell a series of past event.
- 2) Generic structure
  - a. Orientation: provides the setting and introduces participants.
  - b. Events: tell what happened, in what sequence.
  - c. Re-orientation: optional-closure of events.

- 3) Language features which used are focus on specific participant, use of material processes, circumstances of time and place, use of past tense, and focus on temporal sequence.

#### 2.2.4. Procedure text

Procedure is commonly used to describe how to make something which is close to our daily activity, how operate something and others. For example about how to make instant noodle, how to make fried rice, how to operate computer and others.

- 1) Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.
- 2) Generic Structure
  - a. Goal: showing the purpose to be accomplished.
  - b. Material: telling the needed materials.
  - c. Steps: describing the steps to achieve the purpose or what has to be done.
- 3) The Language Feature are focus on generalized human agents, use of simple present tense, often imperative, use mainly of temporal conjunction (or numbering to indicate sequence), use mainly of material process.

#### 2.2.5. Descriptive Text

Description text is a type of text, which has the social function to give description about object or thing or people, generic structure and language features.

- 1) The function of descriptive text is to describe a particular person, place or thing in detail.
- 2) Generic Structure
  - a. First is identification. It is related to identification of phenomenon to be describe.
  - b. Second is describing part of qualities, characteristics.

- 3) The language features focus on particular participant, the use of attributive and identifying process, the frequent use of epithets and classifiers in nominal groups, the use of simple tense.

#### 2.2.6. News Item

News item has a social function, generic structure and significant lexicon grammatical features.

- 1) The social function of news item is to inform leaders, listeners or viewers about events the day which are considered newsworthy or important.
- 2) Generic Structure
  - a. Newsworthy events: recounts the event in summary form.
  - b. Background events: elaborate what happened, to whom, in what circumstances.
  - c. Sources: comments by participants in, witness to and authority's expert on the event
- 3) Significant Lexica grammatical Features
  - a. Short, telegraphic information about story captured in headline.
  - b. Use of material processes to retell the events.
  - c. Use of projecting verbal process in sources stage.
  - d. Focus on circumstances (example mostly within qualifiers).

#### 2.2.7. Review

Review has a social function, generic structure and language features.

- 1) The social function of review is to critique an art work, events for a public audience. Such works of art include movies TV shows, books, plays, operas, recordings, exhibitions, concert and ballets.
- 2) Generic Structure:
  - a. Orientation, it is background information on the text.
  - b. Evaluation
  - c. Concluding statements. It is judgment, opinion and recommendation.

- d. Interpretative recount. It is summary of an art works including characters and plot.
  - e. Evaluation summation. It is the last opinion consisting the appraisal or the punch line of the art works being citizen.
- 3) The language features of Review text are using adjective, using long and complex clauses, using metaphor, focus on specific participants.

#### 2.2.8. Explanation Text

Explanation has a social function, generic structure and grammatical features.

- 1) The social function of explanation is to explain process involved in the formation/working in natural and cultural phenomena.
- 2) Generic Structure
  - a. General statements is stating the phenomenon issues which are to be explained.
  - b. Sequenced explanation.
  - c. Stating a series of steps which explain the phenomena.
- 3) The language features of Explanation text are using featuring generic participants, using chronological connection, using passive voice pattern, using simple present tense.

#### 2.2.9. Analytical exposition

Analytical exposition has a social function, generic structure and language features.

- 1) The social function of analytical exposition is to persuade the reader that the idea is important matter.
- 2) Generic Structure
  - a. Thesis. It is introducing the topic and indicating the writer's position.
  - b. Arguments. It is explaining the arguments to support the writer position.

- c. Reorientation/conclusion. It is restating the writer position or conclusion of the arguments.
- 3) The language features of analytical exposition are using evaluative language like Important, valuable, trust worthy, then using passive voice, using causal conjunction, using simple present tense.

#### 2.2.10. Hortatory Text

Hortatory has a social function, generic structure and language features.

- 1) The social function of hortatory is a text which persuades the reader to have the addressees do something or act in certain way.
- 2) Generic structure
  - a. Thesis. It is the background of the problem that will arise some arguments (stating writer issues).
  - b. Argument. It is the reason for supporting the argument about the topic which is supported by the fact and evidence.
  - c. Recommendation. It is a statement of what should or shouldn't happen or be done based on the given argument of the writer.
- 3) Language Feature. It is using emotive words, using words that qualify the statements, using words that link argument, using compound and complex sentence, using modals and adverb, using subjunctive opinion: I, we, etc.

#### 2.2.11. Spoof Text

Spoof has a social function, generic structure and language features.

- 1) Social Function of spoof is to tell an event with a humorous twist and entertain the reader.
- 2) Generic Structure
  - a. Orientation. In the orientation, it is beginning of the story it contains the introduction of characters and the setting of the story.

- b. Series of events: it contains what happen to the characters.
  - c. Twist: it contains unpredictable funny ending of the story.
- 3) The language features of spoof are using action verbs, using connective verbs, using adverbs of time and place, using simple past tense.

#### 2.2.12. Anecdote

Anecdote has a social function, generic structure and language features.

- 1) Social Function: Social function of the anecdote is to retell an unusual or amusing incident, not only to make people laughter but also to reveal the truth its self.
- 2) Generic Structure
  - a. Abstract: the statement introducing the topic closely related with the title and usually inform rhetorical question at first.
  - b. Orientation: it is part where the writer tell who, when, where the story happens.
  - c. Crisis: it is a part of unusual incidence happens
  - d. Reaction: it tells how the subject of the story reacts to the incident.
  - e. Coda: it is the closing part of the story. The writer may tell how the subjects solve problem and the end of the incident.
- 3) The language features of anecdote text are using exclamations, rhetorical question or intensifiers, using material process, using temporal conjunction

### 2.3. Writing Problem

One of the useful abilities that should be mastered in language use is the capacity to write. According to Harmer (2007), the manner teachers set up these assignments and how they react to their students' efforts are crucial to their success. Additionally, according to Bachman (1990), organization competence is the capacity to absorb, create, and interpret the meaning of words as well as to include those phrases into a text. On the basis of this

assertion, it may be inferred that writing is one of the productive talents that influences written communication and that it requires sound organization to produce coherent sentences.

Then, Browne (1999) explains that in addition to learning how to write, kids also need to learn about writing. When kids develop new abilities on top of previous ones, they learn the steps of writing. From the first simple phrases to complex novels and essays, writing evolves. In order to help the student display more advanced writing skills based on their step level, spelling, vocabulary, grammar, and organization will be learned and developed together. However, a number of claims contend that writing is a little trickier than other linguistic abilities. First, Ericson (1999) brings out the need for writing words with precise spelling while talking about writing challenges. In addition, Asmervik, Ogden, and Rygvold (1999) refer to writing challenges as a student-specific challenge. Then, Koutsoftas and Gray (2012) the students have difficulties in dealing with the areas of productivity, complexity and grammar.

We can get the conclusion that writing in English is not simple. According to Al Mekhlafi (2011), students must produce well-accepted written work that is legible and intelligible, therefore this skill takes a lot of practice and training. While encouraging students' enthusiasm, motivation, and enjoyment for writing with technology can help students' writing skills (Graham and Perlin, 2007). The challenges of writing for non-native speakers require them to recall numerous structural conventions that differ from those in their own language. This study focuses on the challenges that students face when producing recount texts. Many students have trouble expanding their imaginations and make blunders when learning how to write recount texts (Lorch, 1984). Most of students hate to learn writing because learning writing is boring and difficult (Sugiyono, 2010). It means, in writing a recount text, students feel it difficult to organize their ideas.

Furthermore, there are many general areas of problem encountered by the students when they are ordered to write a text. According to Ngabut in

Kirani there are four areas of common problems in writing, they are content, organizing, vocabulary, and grammar. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. Then, organization. Organization refers to the logical organization of the content (coherence). While, vocabulary refers to the selection or words those are suitable with the content. Last, Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence. Supported by Kim the types of writing problems are contents, organization, language, vocabulary and mechanics. It means that mechanics is one of the problems in writing. Mechanics is the use of the graphic convention of the language, capitalization, spelling, paragraphing and punctuation.

Moreover, Broughton et.al (1980) categorized the problem of writing into four parts, as follows: 1) Mechanical problems with the script of English, 2) Problems of accuracy of English grammar and lexis, 3) Problems of relating the style of writing to the demands of a particular situation, 4) Problems of developing ease and comfort in expressing what needs to be said. In summary, the problems are included mechanical, grammar, style of writing and expression. Style of writing is the manner of expressing thought in language characteristic of an individual, period, school, or nation. Beyond the essential elements of spelling, grammar, and punctuation, writing style is the choice of words, sentence structure, and paragraph structure, used to convey the meaning effectively. In this case, expression can be merged into style of writing. So, the problem above can be concluded into mechanical, grammar, and style of writing. . In other words, Msanjila stated that problems in writing are capitalization problem, punctuation problem, inexplicitness/Fuzziness, poor organization/illogical sequence, spelling problem, and grammatical errors. In this case, Msanjila clasified more detail for the problem in writing even her statements are similar with the previous area of the problems that have mentioned above.

Furthermore, Mojica stated that writing problems are : (1)Word usage and English expression, (2) confusion about about the subtle differences among similar words due to insufficient cultural knowledge, (3) limited vocabulary, (4) grammatical errors, (5) organization, (6) error on preposition (7) L1 influence and (8) independent thinking-ranging from lexical, syntactic level to rhetorical and cultural levels.

#### **2.4. Causes of Students' Writing Problem**

Since the writing skill is the complexity activity, it makes students face some problem in writing. It is because there are many aspects that should be considered like the use of grammar, how about the generic structure, then relating to their limitedness of vocabularies and others. Whereas to make good writing, they must have good meaning develop interesting ideas and each sentence and paragraph that are coherent so that it can be understood by the reader. Then, the use of rules in writing such as word selection, use of grammar, use of punctuation and other rules must be applied in a writing. So that writing will be produced that is not only good in meaning but also true in writing. And when a text does not meet the rules or criteria that have been mentioned, the writing has a problem.

Furthermore, according to (Alfaki, 2015), there are five factors that can cause students' problem in writing. The following explanation will discuss its factors.

##### **1) The Nature of Writing**

Writing is an activity that requires mastery of writing knowledge so that it is difficult to do. According to (Pratiwi, 2015), the basic thing that becomes difficult for someone in writing lies in a person's ability to use aspects of language in writing such as punctuation, spelling, grammatical, vocabulary, and so on. (Pratiwi, 2015) added that writers can describe their ideas in structured writing if the writer masters writing skills. This means that students who do not have good writing knowledge will have difficulty in writing. In addition, the lack of writing knowledge

can make students get errors because they will not be able to present writing well.

2) The lack of motivation

Motivation is an important thing that students need to have as a supporting factor for writing skills. (Harmer, 2007) states that motivation is an inner state that can provide encouragement and regulate attitudes directly. According to (Harmer, 2007), motivation is a kind of control within a person that spurs a person to achieve certain goals by doing something. It can be concluded that students' writing skills that are not accompanied by good writing motivation are not perfect. This will allow students to be lazy in writing, so it will affect the development of their interests and writing skills.

3) Inadequate of Time

Writing is an activity that takes time. This is because many things need to be done in the writing process, such as making plans, formulating ideas, editing drafts, and finishing drafts. If students need to write in inadequate time, it will be difficult. According to (Brown, 2001), the right time for writing can make students write well, while limiting writing time can make students demanded in writing. It can be concluded that writing in a small amount of time can make students feel under 20 pressure. This can make them find it difficult to write so that writing cannot be done optimally. Writing in a limited time must become a habit first by students.

4) The lack of Practice

Writing is a skill that requires practice to be able to master. According to Ismail, A.A. (2011), when students devote their interest and take the time to practice writing, their writing skills can develop. According to (Oshima & Hogue, 1999), writing is a skill, so the more writers practice writing, the better their writing will be. This statement proves that the lack of writing practice can affect students' writing skills. Students will feel that writing is difficult because their writing skills are

not honed. It will make their writing ability stuck. By practicing writing often, difficulties can be overcome gradually.

#### 5) The lack of teacher Feedback

Giving writing feedback by the teacher is a significant thing to do. This is in line with the opinion (Brown, 2001), who states that giving feedback to students is an important thing to do in the writing process to improve students' writing skills. According to (Wahyuni, 2017), giving feedback will make students pay more attention to their strengths and weaknesses in writing so that they will also be able to take advantage of their strengths to improve their weaknesses. This means that if the writing feedback provided by the teacher is lacking, then this can hinder students from reducing their difficulties in writing.

### **2.5. Teacher's Effort to Solve Students' Problem**

Many studies had been carried out by researchers related to students' problems in writing English. Then, the results showed that there were still many students who experience difficulties in the process of writing. This is because English is a foreign language in Indonesia and then followed by other factors. An example is the problem of vocabulary and grammar mastery where vocabulary becomes basic knowledge in making texts because text contains a group of sentences where sentences come from a series of vocabularies. As research conducted by Petter and Singaravelu (2020), they found that some problems were identified in grammar, syntax, spelling, punctuation and in choice vocabulary. Those are just a few examples of the problems faced, and there are still many problems faced by students.

Since the problems that faced by students, teachers' effort has important role to overcome the problem. According Ihsan&Wahidah(2019), teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability. As Byrne (1988) said that in teaching English

writing, the teacher acts a guide. Teacher guides the students to know the text in linguistic and contextual framework (Byrne, 1988). Adam, et al. (2021) added that the teacher provides the guidance and explanation regarding the writing process through their instruction. It can also aid the students in finding out certain strategy to improve their writing skill. According to Cotterall and Cohen (2003) as cited in Abid (2020), a positive contribution of the way students improve writing skills is that students can expand their writing skills and get feedback directly from the teacher during their writing process. Teacher's effort will very influence to the students writing ability.

According Ihsan&Wahidah (2019), teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability. There are some efforts suggested by experts to overcome the difficulties in writing skill. According to Wyrick (1996, p. 3) to have a good writing, the students have to know how to gather and organize their ideas well because good writing is a good idea organization. Blanton (1987, cited in Chokwe, 2011, p. 39) states that introducing journals to students will assist them to become better writers. She is fully convinced that journals are effective tools for organizing the idea in writing skill. After students read those journals, they can see how the writer writes the journals correctly like how the writer organize the idea, make coherence and cohesion paragraph, determine words which easy to be understood so that the students can imitate the writer how to write properly. Unsuccessful in writing skills, students' vocabulary and idiomatic language are also very important language components to consider. Nation (2013) explained that learning vocabulary in another language is close connection to the ability to negotiation the meaning of idiomatic language. To understand the lack of ability to understand idiomatic English, Lennon (1998)tang noted that the approaches in teaching idiomatic English ability is by training more new words to the learners.

If the teacher wants the students to write well, she should help them. For instance, Hedge (2005, p. 20) states that helping students with getting ideas together, planning, and drafting is only a part of teacher's task.

In addition, Harmer (2004) revealed that there are three steps to be considered by the teachers in teaching writing. First, the teacher should understand the reasons for the students to write. Second, the teachers should provide many opportunities for their students to write. Third, the teacher should give helpful and meaningful feedback. Furthermore, Mojica (2010) proposed the teacher's effort in writing which can be implemented by teacher.

Table 2.1. Teacher's Effort (Mojica, 2010)

Content	Organization	Vocabulary	Language Use	Mechanics
Guided brainstorming mind-mapping written feedback	Written feedback	Jotting down new words keeping an English diary reading good materials written feedback	Giving grammar instructions written feedback	Written feedback

Teachers can help students to generate ideas for writing by teaching brainstorming and mind-mapping. Those are powerful ways to help students get ideas related to a given topic in writing. Naturally, they can be as creative as they like since anything goes with brainstorming. Mind-mapping, also called idea webbing is a great way to show relationships between ideas. Mind-mapping is also part idea generation and part organization, so they will know exactly how to group ideas once they are ready to write. Mojica (2010) also suggests some ways to overcome problems related to vocabulary in writing, for

example, teachers can ask students to jot down new words, keep an English diary and read good materials. Growth in vocabulary knowledge is also anticipated with emphasis on learning of words that can be used frequently and effective implementation of a guided pleasure reading scheme. In building the students' vocabulary, teachers can ask them to make it a habit to jot down unfamiliar words as they come across whilst reading and learn their meaning and usage. There students can see how words are actually used in context when reading. Looking for new words as they read along will help them build their vocabulary. Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning. Students will make fewer errors with incorrect verb forms, verb tenses and missing subjects if they have a good grasp of the basic elements essential to English writing. Teachers are the ones who must be responsible for helping the students to master the rules of grammar. As students revise and edit their writing, teachers can provide guidance with proper grammar and help their students in their attempts to identify and correct problems with sentence structure and correct usage or collocation. To enhance the teaching-learning process for writing, the teachers should consider the principles for teaching writing including understanding the motivation for students to write, they should also provide many opportunities for their students to write, and give them helpful and meaningful feedback. Feedback can be a powerful teaching tool if it is given while students are in the process of writing drafts (Mojica, 2010). The goal of feedback is to help students improve their writing proficiency to the point that is expected from them as student writers so that they are able to produce writing with minimal errors and maximum clarity. Feedback from teachers often takes the form of written comments on the compositions submitted by their students.

## 2.6. Previous Research

Research on Teacher's Effort to Overcome Students' Problem in Writing Recount has been conducted several times previously. First, research by Inayah and Nanda (2016) entitled *Efforts to Improve Writing Skills of High School Students*. The researchers used descriptive qualitative research to finding out the main difficulties in writing faced by the grade XI students at SMA Negeri 10 Fajar Harapan, Banda Aceh, and the efforts made by their teacher to overcome those problems. The research found that the results from the document collection showed that the highest percentages of problems faced by the students were in the aspect of language use and the least problems were in the aspect of content. The results from the interviews showed that the most common correcting efforts made by the teacher were giving written feedback for all aspects of writing i.e. language use, mechanics, vocabulary, organization, and content. However, the types of text in that research was hortatory text.

Second, research by Dewi, Daud, and Chairina (2017) entitled *The Teacher's Efforts in Solving Students' Writing Problems*. The finding was the difficulties faced by the EFL students in writing were lack of vocabulary, lack of ideas, grammar, content, organize idea, idiomatic expression and spelling. Therefore, there are some efforts were given, namely; learning more about grammar, memorizing the vocabulary, and motivate the students to practice their writing, and grouping students. The difference with first research above is in the result of teacher's effort. That is in the first research above there was no giving feedback on students writing but in this research it was given. Then, the difference with the research which will be conducted is related to the participants, that is eight grade at Junior High School while in Dewi, et al.'s study was conducted in Senior High School. On other hand, this second research interviewed two teacher but in this research just interview a teacher.

Third, research by Ihsan and Nurul Wahidah (2019) with entitled *Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability*.

The aimed of this research was find out the teacher's efforts to overcome the students' difficulties in speaking ability at the eleventh grader of high school in the school year 2017-2018. The research design that used was descriptive qualitative research. Then to collect the data, they used observation, interview and questionnaire. The result showed that there were three kinds of the students' difficulties in speaking ability at the eleventh grader of high school in the school year 2017-2018 that was lack of vocabulary, pronouncing the word and fluency. The teacher's efforts to overcome the students' difficulties in speaking ability were; asking the students to memorize the vocabulary, making English group, practicing speaking using English, and offering the students' motivation about the importance of English. The difference from this research with the further research is in the instrument. The further research will use task, questionnaire and interview while in this research there was observation.

Fourth, Rahmanita (2023) also conducted research with same topic and the entitled is *Strategies to Solve EFL Students' Problems in Writing*. The aimed was This article aims to share the strategies in teaching writing to solve students' problems in writing for all level. The problem which faced by students was very various. It was motivation, content, organization, linguistics features problems, up to lack of feedback and practice time, which can make the students neither improve their writing skill nor be motivated at writing activity. Hence, to solve the problems, there are several strategies implemented in the pre-writing, whilst-writing, and post-writing activity.