

CHAPTER II

THEORY REVIEW

2.1 Concept of Writing

2.1.1 Definition of Writing

Writing is one of English skill that students must mastered. Writing is an activity that sharpens critical thinking, imagination and its writing ability. It can be conclude that writing is unique (Prayuda, 2020). Beside that, writing is part of student productivity and being a crucial thing (Purba & Putri Aprilia Kinanti, 2022). Writing is the creation of thoughts, ideas, and feelings in the form of words, sentences, paragraphs, stories, or texts (Puspita, 2019). Harmer (2001) emphasizes the importance of mastering writing skills as it enhances language development, accommodates different learning styles, and is an essential skill to master. There are five key areas to consider when assessing students' writing skills: content, organization, vocabulary, grammar, and structure (Hughes, cited in Wahono & Qodriah, 2019).

The first element is content, which involves the skillful utilization of pertinent subject matter and the development of a well-defined thesis, while also establishing logical connections between various details. The second element is Organization, which centers around the effective structuring of the text, encompassing a well-crafted introduction, a comprehensive body, and a conclusive ending (Oshima & Hongue, 1999). The third one is vocabulary, that is crucial for effective writing and the

acquisition of new words aids in language learning (Richards as cited in Wahono & Qodriah, 2019). The fourth is grammar, that is an important aspect, ensures the correct usage of language patterns and supports coherent writing (Harmer as cited in Wahono & Qodriah, 2019). Lastly, mechanics encompass elements like handwriting, spelling, punctuation, and constructing well- formed sentences, paragraphs, and text (Harmer as cited in Wahono & Qodriah, 2019).

To become proficient writers, students need to master these aspects of writing, which contribute to their ability to think creatively, convey thoughts effectively, and produce engaging texts (Wahono & Qodriah, 2019). By focusing on these aspects, students can enhance their writing skills and become more competent writers. Nur Fadilah (2018) stated that writing is an essential part of language. When students write, considerations and information are mixed together making a special meaning.

Based on the explanation above, it can be concluded that writing is complex skill in English with the various aspect that learners must mastered. Beside, writing is productive skill because it's the activity that involving students' ideas, thoughts, feelings, and argumnents to make a written.

2.1.2 Component of Writing

Jacobs et al cited in (Amelya & Baa, 2022), claimed that there are five important components in as follows:

1. Content

It is essential for readers to easily comprehend the message and obtain information from the written content. To achieve good writing, the content should possess unity and completeness, which are key characteristics. A well-written paragraph demonstrates unity by focusing on a single main idea. When introducing a new idea, it is necessary to start a new paragraph. Then, the ideas that supporting the topic directly must related. Every ideas that do not directly support the topic sentences, better cut of. This parts need a unity from the idea, information and sentences.

The important concept of the paragraph emphasizes the importance of fully explaining and expanding upon the central idea. This is achieved by providing specific details and information that support and develop the controlling idea. It is crucial to ensure that writing is comprehensive, as it should aim to be clear and easily comprehensible for the readers.

2. Organization

Organization of the composing is the author centers on create the thoughts chronologically. The author ought to display their thoughts based on the arrange which stream from the starting to the conclusion. Coherence in composing implies that staying together and in coherent paper, all the thought sticks together. A coherence passage is passage that all of the thought are put in right arrange and never confounded.

3. Language Use

Language use in writing includes rectify utilization of the rules of dialect or linguistic use. It centers on verbs, thing, and assention. Particular

thing and solid verbs donate a peruser a mental picture portrayal. This particular thing can be characterized by utilizing modifier of descriptive word, intensifiers, and participle shapes. More clarification around that can we begin from the definition of language structure and past tense itself. aDefinition of Language structure Agreeing to Harmer (2003: 12), language structure of a dialect is the depiction of the ways in which words can alter their shapes and can be combined into sentences in that dialect.

4. Vocabulary

Vocabulary can defined as one of the dialect viewpoints managing the method of writing. Within the handle of writing, the author continuously considers approximately generating words into sentences and after that put sentences into sections until they can create a chunk of writing. It is evident presently that we cannot type in or express in the event that we don't have lexicon. In this manner, we cannot get it the writing entry without having a parcel of vocabulary.

5. Mechanic

Writing mechanics involve using the proper capitalization, punctuation, and spelling. The mechanics are crucial because they clarify for readers what the author intends to convey or what the text means. When writing with advantageous mechanics, readers will find it easier to comprehend the thoughts and other messages that are being conveyed. The first is capitalization, which helps make concepts more clear when used in writing. Additionally, proper capitalization aids the reader in telling one sentence out from another. The second one is punctuation, which can be

utilized to convey meaning and indicate how different units relate to one another. Spelling is the other. Three crucial guidelines are adhered to while employing spelling: managing errors, plural addition, and suffix addition.

2.2 Learning Difficulties

Learning difficulties is a condition of the brain that causes difficulties comprehending or processing information and also can be caused by several factors. Simply, it can be conclude that learning difficulties is an issue of brain's ability in process information. According to (Lerner, 2020), learning difficulties include developmental and preacademic learning, oral language, reading and writitten language. In this case, written language become one of difficult thing for students to master. It is also relate to the teaching of English that includes a discussion of the English curriculum to present activities for teaching English, English concept, skills and English especially writing problem solving. So, it can be conclude that actually learning difficulties is a condition of human brain that caused someone difficult in processing something.

2.3 Difficulties in Writing Text

Difficulties in writing means when the students write, they face many obstacles in writing process. Puspita (2019) claimed that the difficulties in writing are personality factor (self-esteem, inhibition, risk taking, anxiety, empathy, extroversion, motivation), sociocultural factors, and linguistic factors. In other hand, Harmer (2005) cited in (Amelya &

Baa, 2022) explained that the difficulties experienced by students are vocabulary, grammar, handwriting, and spelling.

Adas and Bakir (2013) cited in (Falihah et al., 2022) identify several factors that cause student difficulty in writing; (1) understudies have restricted lexicon. So that understudies conclusion up rehashing the precise words, which can hinder creativity; (2) understudies don't utilize fitting spelling, so their composed content is constrained to the terms they know; (3) the show tense is the as it were one utilized in their composing; (4) the sentence structure is unstructured so that students' composing is troublesome to get it; and (5) understudies are unwilling to share their work with other understudies and get fitting input.

According to Bryne as cited in (Amelya & Baa, 2022), there are three factors difficulties in writing; psychology problem, linguistics problem and cognitive problem.

- a. Psychological difficulties is the difficulties of generating written material. Lack of communication or feedback from the reader to the writer will happens in thid section. Psychology difficulties are include difficulties related to self-confidence or internal problem such as lack of self confidence, lack of motivation and writing anxiety.
- b. Linguistics difficulties are the difficulties in forming English sentences. Linguistics difficulties refer to the abilty of the author abilty to apply language rules based on the writing

standards. This problem include grammar, vocabulary, language use, and sentence choice.

- c. Cognitive difficulties are the difficulties is concern on the writer's understanding of written the instructions. Cognitive difficulties include problem with content, organization, capitalization and paragraphing in response and the result of processing stimulation.

The explanation mentioned above leads one to the conclusion that common challenges faced by students include: how to begin writing; how to come up with ideas; how to create cohesive paragraphs; how to arrange ideas logically; how to construct grammatically correct sentences; and how to boost students' low motivation to learn English. All in all, the writing challenges can be divided into three categories: cognitive, linguistic, and psychological problem. In this case, the researcher is focused on two difficulties, namely cognitive and linguistic difficulties.

2.4 Writing Strategies

Amari cited in (Rahmawati et al., 2019) pointed that writing strategies being an important factor which affect the students writing. Writing strategies can define as the concept of methods of students in doing something to make perfect or to get a good performance related to students capability. A good writing strategies can influence the students writing performance. Therefore, there are a variety of students writing strategy, namely rhetorical, cognitive, metacognitive, social, and affective

strategies. Besides, writing strategies are incorporate techniques of free writing, arranging, making thoughts, finding ideas, combining work, reason and setting of writing, changing, drafting, and editing (Alnufaie, 2012).

To sump up, writing strategies being one of step that students or writer can use in writing process to present a better result with a good or poor writings are.

2.5 Writing in Senior High School

Writing is one of the language skill must learned by students. writing is one of the competencies of 2013 curriculum that students' must mastered an developed (Inayah, 2016). The purpose of teaching in school especially in senior high school is to improve students' writing, communicating, expressing arguments, and giving the knowledge because writing is productive, communicative, and expressive activity (Machalla, 2014). In this case, the learning and teaching activities in writing is complicated. Teacher must guiding the students progress and students must practicing to make a writing progress. In senior high school, the curriculum requires the the students able to master kinds of text, such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, explanation, spoof, discussion, and review.

According to the explanation above, it can be concluded that actually students from junior high school until senior high school are learning writing. Writing is productive skill, so it can be expected that

teaching writing from junior high school can stimulate students writing skill as early as possible. So that, when they are in senior high skill, they have lots of knowledge and ability to write something. Therefore, teacher tasked to improve students' writing skill with various types in English. Not only understand reading English text, but also mastering to create a text naturally.

2.6 Writing Assessment

Increasing students' language skills can be seen effectively by using writing assessments. In this section, writing assessment can determine the students on which parts are necessary evaluated, so that it will be a cases for teachers to prepare better strategies in the future. Therefore, it is important to carry out evaluations or assessments to find out how effective their learning is. According to Jacobs et al. (1981) analytics assessment rubric in Weigle (2002), several aspects of writing assessment need to be considered. The five aspect are content, organization, vocabulary, language use and mechanics. The table below provides a scoring rubric of Analytical Exposition Text adopted from Jacob et.al (1981) in Weigle (2002).

TABLE 1
WRITING RUBRIC FOR ASSESSING ANALYTICAL EXPOSITION
TEXT

Aspect	Score	Level/Criteria
	30-27	Excellent to very good - The topic is relevant to the assigned topic - Have a good knowledge of the

Content	26-22	object being described with 201-205 words Good to average - The topic is mostly relevant to the assigned topic - Have some knowledge of the object being described with 151-200 words.
	21-17	Fair to poor - The topic is almost irrelevant to the assigned topic - Have limited knowledge of the object being described with only < 150 words.
	16-13	Very poor - The topic is irrelevant to the assigned topic - Do not know the object being described with only < 100 words.

Organization	18-20	Excellent to very good - The identification part clearly identifies the object being described with 5-6 sentences. - The description part clearly describe the features of the object being described (>10 sentences) - Paragraphs are organized with a little bit of lacking proper connective (5 connectives)
	17-14	Good to average - The identification part almost clearly identifies the object being described with 3-4 sentences. - The description part almost

	13-10	clearly describe the features of the object being described (6-10 sentences) - Paragraphs are loosely organized with a little bit of lacking proper connective (3-4 connectives) Fair to poor - The identification part is not clearly stated, identifying the object being described with 1-2 sentences. - The description part is not clearly describing the features of the object being described (1-5 sentences) - Paragraphs are non-fluently arranged organized with a lack of proper connectives (5-6 connectives) Very poor - The identification part is not stated with no supporting detail sentences. - The description part is not describing the features of the object being described (6-10 s - Paragraphs are not arranged with improper connectives (>6 connectives)
Vocabulary	20-18 17-14	Excellent to very good - Appropriate word count (201-250) - Choose effective words/idiom choice with 1-5 errors. Good to average - sufficient word count (151-200) - occasional errors of words/idiom choice with 6-10 errors. Fair to poor

	13-10	- Limited word count (<150) - Frequent errors of words/idiom choice with 1-5 errors.
	9-7	Very poor - Very limited word count (<100 words) - Mostly errors of words/idiom choice with >16 errors, and meanings are very absured
Language Use	25-22	Excellent to very good - It has a few errors in agreement, tense, articles, pronouns and preposition (1-5 errors)
	21-18	Good to average - It has ocassional errors in agreement, tense, number, word order, articles, and preposition (6-10 errors)
	17-11	Fair to poor - It has ocassional errors in agreement, tense, number, word order, articles, and preposition (11-17 errors)
	10-5	Very poor - It has ocassional errors in agreement, tense, number, word order, articles, and preposition (>18 errors)
Mechanics	5	Excellent to very good - It has a few errors in spelling, punctuation, and capitalization (1-5 errors)
	4	Good to average - It has ocassional errors in spelling, punctuation, and capitalization (6-10 errors) Fair to poor

	3	- It has frequent errors in spelling, punctuation, and capitalization (11-15 errors)
	2	Very poor - It has been dominated by errors in spelling, punctuation, and capitalization (>16 errors)

(Jacob et al., 1981)

2.7 Kinds of Text in English

English have a lot of text that students should mastered. There are twelve kinds of text as follows:

a. Descriptive text

Descriptive text explains the description a person, a place, often providing a visual experience through the use of adjectives and adverbs. Social function of descriptive text is to describe a particular person, place or thing in detail.

b. Narrative text

Narrative text is a type of text that tells a story or describes a series of events. The aims of a narrative text is to entertain and inform the reader by presenting an events of the story. Generally, a narrative text has four parts; they are orientation, complication, climax, and resolution.

c. Report text

Report text presents an information with a clear and factual manner. The aims of report text is to report the way things are and social phenomena in our environment. Reports are formal documents which can include headings, sub-headings, numbered sections, bullet point text, and graphics such as flow charts, diagrams or graphs. All of these devices may be used to help the reader analys the report and understand its content.

d. Analytical exposition

Analytical expositions are argumentative texts that provide readers with evidence to support the writer's perspective on a given topic. A thesis is a statement of opinion that needs to be supported by specific arguments. The purpose of an Analytical Exposition text is to convince the reader or listener that there is a valid and significant issue that unquestionably requires attention. The three main components of an analytical exposition text are the thesis, the argument, and the reiteration.

e. Hortatory Exposition Text

Argumentative texts also include hortatory exposition texts. A hortatory exposition text seeks to make a point against a specific stance or point of view and, at the conclusion of the argument, to make a recommendation. Three elements often make up the general format of hortatory exposition: the thesis, arguments, and recommendation.

f. Spoof Text

Spoof text is a type of text in English that tells about a factual story in the past and is not predictable at the end of the story and is funny/funny. Spoof is a narrative that narrates a historical event with a surprising and humorous conclusion. Its purpose in society is to amuse and spread the narrative.

g. Anecdote

Anecdote is one of the texts which retells an unusual incident. Communicative purpose of this text is to retell an unusual and funny incident to entertain the readers. Like other texts, anecdote also has the generic structure.

h. Discussion text

Discussion text is a text that presents a discussion about some topic in a argumentation. The title of the text often outlines the issue to be discussed in the form of a question. The purpose of the discussion text is to present arguments and information about a discourse from different points of view. Simply, discussion text have four objectives of discussion text; to entertain, inform, persuade, and express feelings - are often referred to as the four core purposes.

i. Recount text

Recount text is a text which has a function to tell people about a story, action, or activity. This text is also a text which retells an event or

experience in the past. The purpose of this text is to entertain or informing the reader about an event. Generic structure of recount text are orientation (background information about who, where, when), series of events is tell what happened with chronological order and re-orientation about summary/conclusion of the story that happened.

j. News item text

News item text is aimed at letting readers know of recent important events. It goes without saying that you can't really report an event that hasn't happened, which is why simple past tense is the hallmark of a typical news item text. The generic structure of a news item is simple. It starts with a headline that announces the main idea, followed by supporting information in paragraphs, in order of descending importance, so that the most important is front-loaded in the article and details nearer to the end.

k. Procedure text

One kind of writing that is written to describe a process is a procedure text. This document provides a detailed walkthrough of a procedure or a set of guidelines for carrying out a certain task. Procedure texts are used in a variety of settings, including instructions for product assembly, scientific experiments, manuals, and recipes. The procedure text uses imperative phrases, action verbs, adverbs, connectives, and the simple present tense among other linguistic devices. Procedures outline the "how to" of carrying out a task or operation. Procedures focus on doing action.

They list the necessary actions to perform and the sequence in which they must be taken. They can be used for orientation and training, and they are frequently instructive. The procedure text contains three general structures. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods.

1. Explanation text

Explanation text provides a thorough yet understandable explanation of an activity, procedure, or occurrence is called an explanation text. For the purpose of assisting the recipient in understanding the delivery process, it includes temporal connectives, numbered points, photos, diagrams, labels, and captions. The format of explanations consists of a general statement that introduces or identifies the phenomena, a sequence of paragraphs that follow, a conclusion, labeled diagrams, and flow charts. The title of an explanation guides and reads the reader toward the text. The overall goal of an explanation text is to explain to the reader how something functions and, in the case of a more basic kind, how the reader might go about performing a process (instructions).

Related to the explanation above, it can be conclude that in English there are several text that students must learn. Each of the text have different objectives, structure, language features, and topic related to the types of text. Actually, some text have introduced by teacher since at Junior High School.

2.8 Analytical Exposition Text

2.8.1 Definition of Analytical Exposition Text

Analytical exposition text being one of the English text that taught in the Senior High School in Indonesia (Elfira et al., 2018). This text contains the author's opinions, perceptions and thoughts about something (Nurlatifah & Yusuf, 2022). Analytical exposition text is a type of text that is included in argumentation text, because its content is in the form of an argument, whether about an object, phenomenon, place or event. In simple terms, analytical exposition is a type of text that contains a certain point of view regarding an issue. The aims of analytical exposition text is to convince readers that the topic presented is an important topic to discuss. This text purely contains the author's opinion. It is not intended to change the reader's point of view.

To sum up, analytical exposition text is a text that content and show about a necessary issues to enhance the readers opinion and ideas. This text has different structure from other text so that the readers or write can analyze the characteristics of this text easily.

2.8.2 Structure of Analytical Exposition Text

Analytical exposition text have structure that must be considered. (Irwan et al., 2018) claimed theree structure of analytical exposition text, namely thesis, argument, and reiteration.

- a. Thesis, contain the introduction to the topic and main ideas that will be discussed in the text. In this stage, the writer explain or introduce the opening argument spesifically.
- b. Argument, through this stage the writer conveys arguments that support the topic of the text. The arguments are based on the writer points of view.
- c. Reiteration, contains repetition of the main idea or conclusion of the text. This stage is being the strength closing statement to support and validate the arguments in the second stage or it means in the argumentation stage.

According to the explanation above, it can be concluded that analytical exposition text generally is same with anothers text. The three structure in this text being a unity of this text. The function of the structure in a text is as the characteristic to make the readers easy to identify what the text is.

2.8.3 Language Features

Every text has the language features as the characteristic of the text. In analytical exposition text there are several language features that students mus understand. Priyana et.al (2008) cited in (Irwan et al., 2018) stated that there are common language features in analytical exposition text, include: simple present tense, general nouns, abstract nouns, technical words, relating verbs, action verbs, thingking verbs, modal verbs, modal adverbs, connectives, evaluate language.

To sum up, the language features of analytical exposition text is different from other text. Its being the characteristic of this text so that students can understand the differences of analytical exposition text and other text easily.

2.8.4 The Example of Analytical Exposition Text

There are so many examples of analytical exposition text. As we know that analytical exposition text is the text that contains the author's opinions and thoughts about something and can be classified as argumentation text, because its content is in the form of an argument, whether about an object, phenomenon, place or event. Here is the example of analytical exposition simply and the identification of the structure.

Source: <https://www.google.com/amp/s/www.detik.com/jateng/berita/d-7140910/13-contoh-analytical-exposition-text-berbagai-tema-dan-sesuai-struktur/amp>

TABLE 2
THE EXAMPLES OF ANALYTICAL EXPOSITION TEXT

No	The Importance of Learning English	Structure
1.	In this modern era, there are a lot of people who still can't speak English. Actually, there are many benefits of learning English. Here are two reasons why it's important. First, English opens new career opportunities. These days, many companies need employees who can communicate with clients from around the world. Usually, it means someone who can speak English because English is an international language. Being a bilingual person, you can get the opportunity to work in a global company. Second, English tests can get you into schools. You probably already know English tests such as TOEFL and IELTS. If you learn English well enough to pass English tests like TOEFL, you can study in English-language universities across the globe. Although you aren't going to study abroad, learning English can help you in this globalization era. There are indeed many other benefits of learning the English language. But, the two reasons above help us to believe that English is important for our life and by learning English languages we can communicate with many people from other countries.	Thesis Argumentation Reiteration