

Chapter Two

Literature Reviews

In this chapter, the researcher puts some theories related to the topic of the research. The theories discuss about writing that consists of definition of writing skills, aspect of writing, the importance of writing, purpose of writing, process of writing and type of writing skills. The second part elaborates the difficulties faced by the students in writing skill. The third part presents the learning strategies in improving students writing skills. The last is about conceptual framework and review of the related study.

Definition of Writing Skill

Writing is a basic language skill, just like speaking, listening and reading. Many experts have proposed the definitions of writing skills. According to Gelb (1952) writing is “ways of communicating ideas” (p.1). Halliday (1992) defined “writing is a part of language: one form of expression” (p.14). Ibnian (2017) described writing is one of the main languages. Its plays an essential role in expressing ideas, opinions, feelings, persuading and convincing people (p.197). Coulmas (2003) pointed writing is “a system of recording language by means visible marks” (p.1). In addition, Mayers (2005) stated that writing is a way to create a language, which you will do naturally when you speak. Writing skill is a specific ability which helps the writers put their thoughts into meaningful words and useful expression to interact through the message.

Furthermore, Ontario Ministry of Education and Training (2006) defined Writing as a complex process that involves a range of skills and tasks. The students are needed to become “disciplined thinkers” in order to communicate their ideas clearly and effectively (p.12). Meyers (2005) also said writing is a process—process of discovering and organizing people ideas, putting them on paper, and reshaping and revising them (p. 52). Moreover, students also need to learn to select words, organize their ideas, and used standard written forms. Additionally, the students should keep in mind the aim for which they are writing and the audience that they are addressing.

Base on the definition and explanations above, writing is social activity that allows people to communicating and expressing ideas or feelings through visible marks. Besides that, writing is a process of transferring personal knowledge in form of paragraph or text.

Writing Aspects

In writing, there are several aspects which should be considered by students in order to produce some writing. Jacobson (2003) stated that there are three aspects that must be considered by students in writing namely organization, vocabulary and language used (p.35).

Organization. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length (Brown, 2001). The logical organization of content provides readers with a framework to help them

fulfill their expectations for the text. A well-organized writing supports the readers to understand.

Vocabulary. Vocabulary refers to the selection of words those are suitable with the content. A good vocabulary will provide clear communication for the readers. Firdanti (2015, p.12) also stated that “vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of the people writing”. So, people must have good vocabulary in order to make good writing.

Language Use. Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph of writing.

The Importance of Writing

As one of the four skills in language learning, writing has several benefits for all aspects in people life. According to Coulmas (2003) the main purpose of writing is to communicate (p.1). Rogers (2005) study reports the importance of writing skill as follows:

“Writing also allows people to record and convey information and stories beyond the immediate moment. When people speak, people only inform those in our immediate vicinity. But writing can allow people to communicate at a distance, either at a distant place or at a distant time” (p.1).

Another reason why writing is important is because in all major fields of study, research and business, writing is obviously essential to a person for communication. With no exception, writing also becomes very important part in university since the students are to write assignment in forms of paragraph to several pages. Besides that, “students also expected to write answer on the tests and exams in the form of few sentences or a complete essay” (Zemach & Rumisek, 2003 p.25). It means that writing is commonly used in language learning activities especially in English language.

Writing also has the important role toward other language skills. According to Kellong (2008) writing can help students to strengthen the grammatical structure, develop the student’s vocabulary and assist other language proficiency like reading, listening, and speaking (p.6). Moreover, National Assessments of Education Progress (NAEP, 2002) also stated the importance of writing as follows:

“Writing is a fundamental skill for individuals and for civilization. Writing will record and reflect on people experiences, to communicate with others and to preserve a common culture. In democratic society, writing is a central form of discourse. A healthy and civil society requires citizens who are able to state a case carefully and to reason with other persuasively. Thus, writing has always been an important feature of school curricula from the early elementary grades through high school and post-secondary education.” (p.31)

Therefore, it can be concluded that writing is becomes an integral part in society. People need to write well for expressing their idea especially in educational environment. Writing skill is also important in developing self-capability to gain the educational and work-related achievement

Purpose of Writing Skill

Every activity has a purpose and writing also has purposes. According to O'Malley and Pierce (1996), there are three purposes of writing based on the types of writing in English language learning, those are informative, expressive or narrative and persuasive.

Informative. It is represented by 'informative writing' that is purposed to share knowledge or information, news, give directions, and state ideas to others. Informative writing involves describing events or experiences, analyzing concepts, speculating on causes and effect, and developing new ideas. According to the definition, the purpose of writing is to inform something that may be important for the readers.

Expressive or Narrative. It is represented by 'expressive writing' or 'narrative writing'. The purpose is to share a personal or imaginative expression. Commonly, it is when the writer tells a story or writes an essay. Expressive or narrative writing is often used to perform a story, poems, or short play.

Persuasive. It is represented by 'persuasive writing' that is purposed to persuade the readers to do something. It means to convince readers about a matter

of an opinion. This type of writing includes an evaluation of book, movie, consumer product, or controversial issues.

The Process of Writing

According to Kane (2000, p.17), there are three steps in the process of writing: “thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)”. The first step, ‘thinking’ involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, ‘doing’ is usually called ‘drafting’. Meanwhile the third, ‘doing again’ is revising what has already been done in the previous steps.

Scholes and Comley (1985) in Nawawi (2011) mentioned the process of writing; they are prewriting, drafting and revising. All steps are important for the writers to make their writing better and systematic.

Pre-writing. It is the first steps in writing process that aimed to encourage and stimulate the students to write. Before starting to write, the students have to decide what they are going to write. Then writers have to think three main issues such as “purpose, audience, and the content structure” (Harmer, 2007, p.4-5). Moreover, pre-writing, activity including planning gives warming-up to the brain to gather the ideas on what to write about. There are two ways to warm-up before writing, they are brainstorming and clustering (Bram: 1995).

Brainstorming. It is an activity to enlist the ideas related with the topic. According to Bram (1995): in this technique “we write down every single thing that passes through or comes into our minds” (p.64).

Clustering. It is also called ‘mapping’. By using clustering, the writers have recollected some important details about what the writers want to write or type. This would help to focus on an occasion he wants to describe in the paper (Wyrick, 1999, p.13). In other words, clustering is another technique to bind ideas. Visualize the ideas using circles and lines which are interconnected one to others.

Drafting. This is time to write down what have been got in pre-writing activities. According to Richard and Renandya (2002), in the drafting stage the writers focused on the fluency of writing instead of grammatical accuracy (p.317). Moreover, it just focuses on the development, organization, and elaboration of the main ideas. Kane (2002, p.36) said that a good deal of improvement can be made in draft. This stage is the first time the writers write their ideas in sentence and paragraphs.

Revising. The writers should revise after drafting. It is the important to edit and make changes that will improve the paragraph or writing. The content of the draft may be unclear, ambiguous or confusing. In this stage, the writers also have to ensure that paragraph is unified, coherent, and the grammatical accuracy is improved. Richard and Renandya (2002, p.317) said that revising is not merely

checking for language errors, but also improves global content and the organization of ideas so that it can enrich the writing and clearer to the reader.

Types of Writing

Identifying the type of writing which exists in a native language is an important factor to ease the students to learn to write. There are several types or genres of written language. Finocchiaro (1974) divided types of writing into two parts as follows:

Practical Writing. This type deals with the fact and functional writing. It possesses special goals. Such types of writings can refer to letters, papers, essay, skripsi, thesis, proposal, and journal.

Creative or Imaginary Writing. This type of writing usually exists in literature such as a novel, romance, poem, fiction, short story, joke, and drama.

Then Brown (2004, p.220) summarized that types of writing involves three points: academic writing, job-related writing, and personal writing.

Academic Writing. This includes papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical report (for one example: lab reports), skripsi, thesis and dissertations.

Job-Related Writing. This consists of messages (e.g. Phone messages), letters/emails, memos, reports (job evaluation, project reports), schedules labels, sign, advertisement, and announcement.

Personal Writing. This refers to diaries, letters, emails, greeting cards, invitations, messages, notes, shopping list, reminders, financial documents (e.g. checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, personal journals and fictions (for example short stories and poetry).

All the types of written language above can be written by the students in the classroom and out of class. Yet, many students still face the problem in writing. The experts highlight the problem below.

The Problems in Writing Skill

The problem is something that needs to solve. Moreover, According to Oxford Dictionary, problem is “a thing that is difficult to deal with or understand” (p.350). The problems come from many things and it can cause obstacle for English students especially in learning English writing skills. Based on the literature mentioned in background of the study, students faced at least twelve problems in writing as follows: grammar difficulties, lack of vocabulary, lack of ideas, punctuation problems, spelling problems, quotation problems, and capitalization problems, less of practice, low of motivation, poor referencing and organization problems.

Grammar Difficulties. Harmer (2001) defined grammar is “the description of the ways in which words can change their forms and can be combined into sentences in that language” (p. 12). These ways are called “the grammar rules” that are basic elements in every language, and are also inseparable

from writing (Hartwell, 1985. p.199). Grammar rules mainly include various rules such as tenses, prepositions, word class, voice and many others. These rules stand as a problem for many students in writing.

To explain grammar difficulty, Ellis (2008, p. 418) distinguishes two types of challenge: (1) the difficulty learners have in understanding and expanding a grammatical feature and (2) the difficulty learners have in internalizing a grammatical feature so that they are able to use it fluently and automatically in communication. He argues that the first sense of grammatical difficulty relates to explicit knowledge, while the second sense relates to implicit knowledge (San & Soe (2016)).

According to Shiu (2011), some researchers have characterized grammatical difficulty in terms of students' correct use of grammatical features that are considered more difficult to learn based on the fact that many students have difficulty using the features correctly. Besides, Research by Al-Khasawneh and Huwari (2013) found that the participants are unable to write a short paragraph, article, or passage without a lot of grammatical mistakes. Some students said that they cannot express their ideas in the context, while others said they do not know how to write even single sentences. These problems make the students feel anxiety to write because they are looking for the marks. At the same time, they do not want to make mistakes. Maysuroh, et.al (2017) also found that the students have problems mostly related to grammar. The students have problems with subject verb agreement, pronoun references and connector (Alfaki (2015)). All researchers found that grammar difficulties were one problem in English writing based.

Lack of Vocabulary. Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Ur (1996: 60) stressed vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. Those statements imply the importance of learning vocabulary as a foreign language.

Lack of vocabulary is the problems in English learning writing. Al-Khasawneh (2010) marked that the students will be unable to express their ideas freely and accurately because their limited vocabulary (p.15). Huy (2015) said that lack of vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students' study result and generates many difficulties in studying writing skill.

Huy (2015) found that many students have a limitation of vocabulary because they do not know any effective ways to study vocabulary. Besides, spending too much time for other subjects also affects learning vocabulary of students. Another reason is that students spend little time on studying vocabulary, they rarely look for dictionary, and they usually ignore new words and do not look up meaning as well as the way to use them.

Lack of idea. In Oxford Dictionary 'lack' means something that people do not have enough of (p.245). Then, 'idea' means people knowledge, opinion, understanding, thought and view. So "lack of idea people" means people do not have enough knowledge or understanding.

Huy (2015) indicated that the most difficult problem when students writing is lack of ideas (p.61). Moreover, study in Pakistani Ashraf and Bilal (2016) discussed that lack of ideas as factors resulting in writing problems. They found “repetition of ideas” in students writing samples. Repetition of ideas indicates lack the ideas in writing (p.86). Ibnian (2017) found that “lack of idea” is topped difficulties faced by students in writing (p.204).

Punctuations Problem. The punctuations are commonly used are periods, commas, colons, exclamations, question marks, apostrophes, and quotation marks. In fact, using proper punctuation is very important because it conveys meaning completely (Oshima & Hogue, 2006). It is difficult to understand the meaning of texts if the use punctuations incorrectly. According to Younes and Albalawi (2015) the data obtained from the students' module writing showed that students suffered serious deficiency in applying the punctuation system correctly in their writing. Younes and Albalawi (2015) also added the students faced punctuation problems at the level of the absence, the misuse or the addition of punctuation marks. So it can be conclude that punctuation is the serious problem in learning English writing.

Spelling problem. Spelling is the student’s ability to write a word correctly. Cook (1999) concluded that English spelling errors can be classified into four main types of spelling errors; namely, omission, substitution, transposition and insertion errors. Abdulkareem (2013) stated that one of the biggest problems encountered by Arab students is interfering of their native language (Arabic language), they may use their mother-tongue language in their

spelling, this spelling errors are mainly the outcome of anomalies existing in the target language of the learners as well as mother-tongue interference from their internalized Arabic language system (Alhaisoni, Al-Zuoud, & Ram Gaudel, 2015 in Subhi & Yasin, 2015). Besides, Younes and Albalawi (2015) found spelling problems in the field of substitution, omission, addition, disordering, segmentation and unrecognizable words.

Quotation problem. Quotation presents the information and ideas that the student has gathered from other sources or references. Academic honesty requires that the student provide documentation to indicate the sources of the information and ideas (Troyka & Hesse, 2006, p. 51). Ibnian (2015) found that the writing difficulties encountered by Jordanian EFL learners, followed by “the incorrect use of mechanics of writing (spelling, punctuation, quotation, and capitalization).”

Capitalization. In Oxford Dictionary capitalization: a letter of alphabet as a capital or begin a word with capital letter. Capital letters are useful for sentence initials, the beginning of important words, in topics, and headings (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students’ problems in using proper capitalization. “The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students” (Gowereet al., 1995) in Alfaki (2015). Therefore, Alfaki (2015) revealed that those university students have various writing problems: one of them is capitalization (p.40).

Less of Practice. In Oxford Dictionary, practice means doing an activity regularly or training regularly to improve people skills. Less of practice in English

writing means the students rarely do some writing in English language. According Davies (1998:25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice". Grabe and Kalan (1996:6) believe that writing does not come naturally but rather gained through continuous effort and much of practice. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. He also adds that the best ways to learn any skill would be to practice it. To become a good driver, the best way is to drive. Similarity, to become a proficient writer, the best way is again to writing a lot. Furthermore, Hedge (1988:11) states that "my own experience tells me that in order to become a good writer; a student needs to write a lot". It seen that, if the students less of practice in writing they struggle when they write in class and cannot mastering writing English.

Al-Khasawneh and Huwari (2013) found "almost most of the students have mentioned that they never write outside the classroom even for homework. The students in most of the Arabic context in general lack to practice writing in English in their free time. They just write in the classroom". It can be conclude that lack of practice is highly serious problem in English writing skills.

Low of Motivation. Liu, Wang, and Ryan defined motivation as 'a force that activates, directs, and sustains goal-directed behavior' (2016, p. 1). Besides, Keller (1983) stated motivation is the "choices people make as to what experiences or goals they approach or avoid and the degree of effort they exert in

that respect" (p. 389). Motivation in education effects on how students learn and how they behave towards a subject matter.

Motivation is very important factor in learning English activity especially in learning English writing skills. Prakash (2007) explained that "when motivation is high, students learn things without taking much time, but when it is low, they take longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material". Al Fadda (2012) said "many adult ESL learners, learning to write in English are a difficult and challenging task". They were not motivated to write as they considered it very difficult to do, they lack of interest and willingness (Maysuroh, et.al (2017, p8)). Therefore, the students low of motivation in English writing because they feel that writing is difficult, lack of interest and willingness of writing.

Poor Referencing, Referencing is used to tell the reader where ideas from other sources have been used in an assignment. There are kinds of references: books, article, TV programs, websites and newspaper. A reference is very important to improve the students writing especially in English writing. It can be said that if the students are poor referencing they did not have good writing. Keong and Musa (2015) stated that poor referencing is one of the problems in learning English writing skills (p.25). Besides, Huy (2015) stressed that one of the problems students usually have when studying English is poor of reference.

Organization of Idea. Organization in writing is how ideas are presented. The organization of ideas sometimes called essay structure. According to Kharma

(1986) in Alfaki (2015), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. Raimes (1983) stated that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately. However, Keong and Musa (2015) found that one of the problems in students writing is organization of ideas (p.25). Al-Khasawneh (2012) added "the students appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment.

The Strategies in Learning Writing Skills

To minimize the problem of writing skills, the students need any strategy. The researcher also found early theories related with the strategies in improving writing skills. The strategies use to solve those problems are extensive reading, extensive writing, using audio-visual aids, introduces group/pair work, peer correction or asking for feedback, use dictionaries frequently, using brainstorming, using web.20 like Facebook, blogs, and wikis and using computer (Microsoft word).

Extensive Reading. Extensive reading is reading book or message as much as possible. Susser and Robb (1990) as cited in Mermelstein (2015, p.184)

defined Extensive Reading as: (a) reading large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the texts, (b) individualized reading with students selecting the texts they want to read, and (c) not being required to discuss the book in class.

Reading is very important in improving writing skill. As Al-Mansour and Al-Shorman (2014) said “writing development always includes reading development”. Several studies have confirmed that extensive reading is connected to better writing skills especially for second language learners (Lee & Hsu (2009), Kirin (2010), Al-Mansour & Al-Shorman (2014), Mermelstein (2015), Salehi, Asgari, & Amini, M. (2015)). Research by Mansour and Al-Shorman (2014) found that extensive reading program can promote motivation and it can increase the students’ knowledge of vocabulary. The most reported improvement came from Lee and Hsu (2009), who reported significant gains in five key areas: “fluency, content, organization, language use, vocabulary, and mechanics”. It seen that through enhancing extensive reading the ELS students writing are improved Mermelstein (2015). So, the students must read a lot in order to improve their English writing skill.

Extensive Writing. As with extensive reading, extensive writing is assumed that quantity is a key consideration. Extensive writing is doing a large amount of free writing on a wide range of topics. In other definition, extensive writing is doing some free writing as much as possible in order to increase writing skill.

King and Herder's (2012, p.128) found extensive writing can be used to improve students writing. "it showed that immediate gains in writing speed and writing volume as well as an encouraging increase in self-confidence and improved motivation to study English" (p.128).

Using audiovisual aids. Audio-visual is a combination of two words, audio which refers to what people can hear; while, visual refers to what people can see. According to Dif (2017) audiovisual aids are those materials, which involve both audible and vision senses and provide update information such as: Computer and the Internet, Videos, Television, Movies (p.16).

Audiovisual aids can increase the student's English writing skill. As Al-khairy (2013, p.1) mentioned that using audio-visual aids (mp3, mp4) is one of the strategies in improving students English writing. The example of activity that used audiovisual aids to help learners in English writing is rewriting the parts of movie. Student's watching movie that they want, then the students rewriting movies that have been watched. It can be said that rewriting is the key of good writing skills. Besides, a study by Aflina (2017) showed significant improvement of critical thinking by using audiovisual media in model of writing diary achieved and movies improved the writing skill of students and good thinking ability (p.8). Dif (2017) added that using audiovisual aids can improve the student's motivation in English writing. Therefore, using audiovisual aids is one of the strategies in improving students writing.

Group/pair work. In recent years, the use of pair and group work has been promoted in language classrooms. (Shehadeh (2011)). According to Aminloo (2013), group/pair work is working together with one or more peers to solve a problem, complete a learning task, share information or get feedback. In learning English writing, group/pair work is the strategy in increasing student's English writing skill. Al-khairy (2013) also suggested that group/ pair work can improve the students English writing skills (p.1).

Group/pair in writing also called collaborative writing. Research about collaborative writing by Sajedi (2014) the results of the study showed that collaborative writing experience had an overall significant effect on all students' L2 development; however, it was evidenced that students in pairs benefited the most. Considering writing improvement, it was observed that students' writing ability improved significantly in terms of content, organization, and vocabulary, but not for grammar or mechanics. The conclusion is using group/pair in writing totally can improve student's English writing.

Peer correction or Asking for feedback. According to Thorsteinsen (2010) feedback is the response given to a person who is in the process of learning. The person who receives the response has performed a task, for example written or orally, and the intention is to develop the person's skillfulness and ability. Feedback could also be described with the words constructive criticism. So asking for feedback is asking some people or expert to get the response in order to devolve the ability.

Abdulkareem (2013) said “asking for feedback is also the strategies in improving students in order to better in writing skills” (p.1552). The students ask to the teacher or the other students to correct their writing that has already written. A study about teacher and peer correction in writing by Ganji (2009) found teacher and peer correction in writing were very effective in improving the writing performance (p.134).

Using dictionaries frequently. In oxford dictionary, dictionary means a book containing the world of language with their meaning. Bergenholtz (2012) said a definition for dictionary is a reference that tells you the meanings, parts of speech, sometimes a sentence using the word, and how to pronounce the word (p.25). It can be inferred that dictionary is a collection of words that tell the meaning. Then, Al-bulushy (2012) mentioned that kinds of dictionary are: printed dictionary, online dictionary and dictionary program.

Dictionary is considered to be an effective tool for helping learn vocabulary in a second or a foreign language (Ali, 2012). It was supported by Lou and Li (2012) that dictionaries play significant roles in language acquisition. It can be said that using the dictionary is helping the students in learning English Writing skills. According to Tulgar (2017) “well-designed dictionaries can equip learners with increasing their vocabulary knowledge and appropriate language use, which helps improve their writing skills.” (p.53). Takahashi (2012) agreed that that knowledge gained from dictionary might lead learners to better vocabulary use, which would be important in developing their writing skills.

Consequently, the used of dictionary frequently can improve students English writing skills (Al-khairy, 2013).

Using brainstorming. In Oxford Dictionary, brainstorming is a group discussion to produce ideas or solve problems. In other word, brainstorming is technique of getting idea in order to solve the problems. In learning English, writing is difficult skills for the students because the students think they lack of idea. Brainstorming is the best solution in generating the students idea when the students writing in English. As Harmer (2001) mentioned that brainstorming techniques can make students create their own ideas and thinking to improve their knowledge before writing, and it can then be used at any level and under any situation. Study by Ibnian (2011) also found “brainstorming had positive effect on developing writing skills in terms of content and organization, mechanics of writing, language use and skills emerged form creative thinking abilities (fluency, flexibility, originality and elaboration)” (p.271). Besides, Ibnian also added that brainstorming highly contributed in generates the student’s idea, exchange opinions and motivated the students to get involve in learning process. Therefore, brainstorming before writing is highly recommended in order to increase the students learning writing skill.

Using Web 2.0 (Facebook, Blogger, Wiki and Instagram). Web 2.0 is the term used to describe a variety of web sites and applications that allow people to connect with other, create and share online information or material they have created. The examples of Web 2.0 technology that usually used in writing are Facebook, Blogger, Wiki and Instagram. It because web 2.0 are considered vital

mean for developing second language writing skills (Mashrah (2017)). Thaha (2013) agreed that web 2.0 technologies such as “Facebook, Blogs and Wikis can enhancing students writing skills” (p.1).

A research by Sun (2010) showed that using web 2.0 like weblogs in an online environment could be beneficial in improving learners’ writing skills and enhance learners’ motivation to write (p.327). Other study by Mashrah (2017) found the use of web 2.0 creating an atmosphere of motivation and enthusiasm among L2 learners, also improving vocabulary, grammar, and spelling (p.14). It can be concluding that using web 2.0 (Facebook, Blogs and Wikis can enhancing students writing skills) is the best way in improving the student’s English writing skill.

Using Computer (Microsoft Word). A computer is electronic devices which accept and process people data and gave output. The computer gives individual attention to the language learner. “It acts as a tutor, assesses the learner’s reply, records it, points out mistakes and gives explanations, guides the learner towards the correct answer, offers interactive learning, assess the learner’s response especially in learning writing” (AbuSeileek & Sa'aleek (2012)). In computer, people usually used Microsoft Word to write message. AbuSeileek and Abualsha'r (2014) said “It may help students benefit from corrective feedback to improve their writing performance through using the computer tool and the Microsoft Word 2010 techniques”. Corrective feedback is about providing learner with data about their responses whether these responses positive or negative. In other words, it is the process of supplying the learner with knowledge about

performance progressively to enhance the students' right responses and correct the wrong ones (Al-Olimat & AbuSeileek (2015))

Learning English writing using computer (microsoft word)could help the students to improve writing aspects, including spelling, content, grammar, punctuation, organization, and vocabulary (Al-Olimat & AbuSeileek (2015,p27)). Therefore, using computer (Microsoft Word) in writing is effective way in increasing student's English writing.

Related Studies

There are several studies related to the topic of the problems faced by students in writing skills and about the strategies to improve students writing. The three of those studies will be reviewed below.

The first study was conducted by Ibnian (2017) entitled *Writing Difficulties Encountered by Jordanian EFL Learners*. The study was aimed at exploring the difficulties that university students face when they write in English as a Foreign Language (EFL). This study used a quantitative research. The sample of the study comprised 82 English majors from the World Islamic Sciences and Education University in Jordan. Instruments of the study included a questionnaire on difficulties that may face English majors while they write in English. The results revealed that “lack of ideas” topped difficulties faced by Jordanian EFL students in writing class, followed by “the incorrect use of mechanics of (writing spelling, punctuation, quotation and capitalization)”. The study also revealed that vocabulary restriction and grammar difficulties faced by students in writing.

Second. Research was conducted by Younes and Albalawi (2015) entitled *exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students a Tabuk University*. The purpose of this study was to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. This study used a quantitative research. The participants of this study were 40 female students At Tabuk University. The data of this research was collected through questionnaire about what they think the reasons behind the types of writing problems they face when they write in English. The findings of the study showed that most language problems which manifested themselves in the students' writing were as follows: 1- grammatical problems in the field of tenses, prepositions, syntactic, subject verb agreement and the use of articles. 2- Punctuation problems at the level of the absence, the misuse or the addition of punctuation marks. 3- Spelling problems in the field of substitution, omission, addition, disordering, segmentation and unrecognizable words.

The third study come from Al-Khairi (2013) entitled *Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective*. This study attempted to investigate: a) the types of academic writing Saudi English-major undergraduates carry out at English departments, b) Saudi English-major undergraduates' writing problems, c) the reasons behind Saudi English-major undergraduates' writing problems and d) the solutions to overcome Saudi English-major undergraduates' writing problems. This study used a quantitative research. The participants of this study were 75 English-major students (sophomores,

juniors & seniors) studying at foreign languages department, Taif University. The findings of this study revealed that Saudi English-major undergraduates are facing problems in writing skills such as limited vocabularies, punctuation problem, grammar weakness, and spellings problem. Furthermore, the researcher has strongly recommended using audio-visual aids, introducing group/pair work, peering correction, and using dictionaries frequently to improve students writing.

Those studies above have similar focuses to find out the problems in students writing skills. The results of those studies were also similar, except the research number three 'Al-Khairy (2013) entitled Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective' provide some solutions to overcome the problems in students writing. Moreover, all of those researches use quantitative method and all of the participants were college students.

This research is different from the previous studies. First, the samples of this study are larger than previous studies, which are 91 college students as the sample. Second, the research setting of this study conducted at English Language Education Department in one of the private universities Yogyakarta.

Conceptual framework

The researcher has revealed some theories of previous study regarding to the difficulties faced by students in writing skills. The researcher has found a total of eleven big difficulties in writing skills as follows: grammar difficulties, lack of vocabulary, lack of ideas, punctuation problems, spelling problems, quotation

problems, capitalization problems (Ibnian, 2017), lack of practice, (Al-Khasawneh & Huwari, 2013, p.1) , low of motivation (Maysuroh et al. 2017, p.1), poor referencing and organization of the idea (Al-kasweh, 2010).

Moreover, the theories of learning strategies improving writing skills have been concluded into nine points. They are: extensive reading (Al- Mansour & Al-Shorman 2014 , Mermelstein, 2015), extensive writing to improve students writing (King & Herder, 2012) using audio-visual aids, group/pair work, using dictionaries (Al-Khairi, 2013), using brainstorming and asking for feedback (Abdulkareem, 2013), using web 2.0 (Thaha, 2013) and using computer-mediated corrective feedback (Microsoft Word) (AbuSeileek & Abualsha'r, 2014).

Based on the reviews mentioned, the researcher construct a conceptual framework to identify the difficulties faced by students in writing skills at English Language Education Department of a private university in Yogyakarta and investigate the student strategies to improve their speaking skills. The conceptual framework of this research is presented in the following diagram.

Figure 2.1

Conceptual Framework of the Research

