TABLE OF CONTENTS

LIST OF TABLES

CHAPTER II
REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Concept of Writing

a. Definition of Writing and Writing Ability

Writing is one of the language skills besides listening, reading and speaking. According to Nunan (2003: 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It gives students the opportunity to freely create and combine words or ideas into the right sentences. Likewise, Harmer (2004: 31) agree that because they think as they write, it may provoke students language development.

Nunan (2003: 89) also explained that writing is commonly used as proof that students have mastered the particular grammar rules. However, Heaton (1990: 135) stated that in order to learn writing skills requires not only the mastery of grammatical and rhetorical devices, but also the conceptual and judgmental elements. This explains that to be able to learn writing skills, students are at least required to understand the rules of grammar and rhetorical devices.

Indeed among the four language skills, writing skills are quite difficult to learn. However, as mentioned earlier that writing is a skill, which means it can be learned if there is an intention to really learn it. Moreover, Langan (2008: 14) stated that writing is a process of discovery that involving a series of steps, and those steps are very often a zigzag journey. So, we can conclude that just like a skills in general, to be able to learn those skills it

requires particular steps or processes, which needs to be followed and continuously practiced.

b. Process of Writing

  Writing is a complex action and cannot be done instantly, for that we need to do it step by step. Boardman and Frydenberg (2008: 31) classify the process of writing into six steps, which are:

1) Analyzing the assignment

  The first step is analyzing, means that before writing something we need to understand the assignment, which are include the question of 5W+1H (what, why, where, when, who, how).

2) Brainstorming

  According to Boardman and Frydenberg (2008: 33), the word "brainstorm" means to write down ideas of all kinds (good or bad) into a piece of paper, which gives an idea to express ourselves.

3) Organizing your ideas

  In organizing ideas that we have, there are at least three steps that we can follow. The first is to write topic sentences, after gathering existing ideas we need to narrow down the topics that we will use. The second is to eliminate ideas that are not relevant, it should be ideas that are not related to the topic chosen previously not used, because it will affect the paragraph to be made. The third is to make an outline and also add relevant ideas, by making an outline the paragraphs made will be more organized and can display the impression of unity.

was named Joan Grande, but he did not mention the name of the father, but directly mentioned the father. Moreover, since it is only for the mention of two things, there should be no need to provide a pause (comma) before the words *'and'*. Besides, for the second error of student number 20 (S-20), she forgot to mention the subject also gave the wrong subject.

2) Alternative Ideas

In the alternative idea category, the researcher only got two types of omission errors. The two errors have in common, namely the use of the word 'if', which fall into the category of alternative ideas. As the name implies, the use of this category serves to provide another idea (alternative idea) that is contrary to the previous idea or sentence.

Table 4.2 Omission Error of Alternative Ideas category

No	Students	Incorrect Sentences	Correction	Type
1	S-7	Cost-effective does not go to campus because it is quite far from my home from campus	Cost-effective **if** does not go to campus, because it is quite far from my home from campus	ALT
2	S-19	If use cell phones everytime, includes in classroom during the lesson, it can make students not concentrate.	**If you** use cell phones every time, includes in classroom **or** during the lesson, it can make students not concentrate.	ALT
3	S-19	So, they still can communicate with their parents **if** they picked up by their parents.	So, they can still communicate with their parents **if they were** picked up by their parents.	ALT

The errors made by student number 7 (S-7) was not giving the word *'if'* in the sentence he made. As a result, the sentence looked quite confusing. On this sentence "*Cost-effective does not go to campus because it is quite far from my home from campus*", then by giving the word *'if'* before the word *'does not'* gives a significant result, that makes the meaning of the sentence become easier to understand. Just like this

43

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