

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Writing Skills

2.1.1) Definition of Writing

As stated by (Arikunto, 2002), emphasize that writing proves to be the most challenging skill for learners of a second or foreign language to master. The challenges not only pertain to generating and structuring ideas but also extend the translation of these ideas into coherent written text, especially when the learners possess weak language proficiency. Writing is one of four language skills that plays a very important role in second language learning. Writing skills are more complex and difficult to teach, requiring mastery of more than just grammar and grammar theoretically device but also conceptual and assessment (Febriani,2018). Additionally,

highlights that writing serves as a means to provide students with extended opportunities for contemplating, manipulating, and transforming ideas, while also encouraging reflection on their existing knowledge, beliefs, and uncertainties in written form. Since writing yields permanent records and facilitates more concrete and precise thought processes, it offers a distinct avenue for deepening learning, surpassing traditional methods such as presentations, inquiry activities, and discussions.

According to (Riyanto, 2010), the focus in writing lies more on the final written output rather than the actual process of composition. This includes the examination of discourse broken down into words, sentences, and paragraphs, with a strong emphasis on usage, encompassing syntax, spelling, punctuation, and style factors such as education, economy, clarity, and emphasis.

Elhabiri (2013) views writing as a form of communication, considering it a skill that necessitates study and practice for development. The ability to write is not an innate skill but is typically cultivated through a series of practices in formal educational institutions or other learning environments.

Furthermore, writing is a crucial skill that plays a pivotal role in achieving success in academic settings. It is widely recognized that writing is not a straightforward task, even though it's a skill possessed by most individuals. When it comes to writing, authors invest a significant amount of time in crafting quality content. They must meticulously consider the content of each paragraph, the overall structure, grammar, and the choice of vocabulary to be employed in their written work.

In light of the earlier discussion, writing skills represent an individual's means of expression, involving the articulation of ideas and thoughts in a tangible and exact written form. This writing is constructed through a discourse process that organizes content into words, sentences, and paragraphs (Brown, 2001).

2.1.2) The Purpose of Writing

According to O'Malley and Pierce, there are three purposes of writing in English language learning, those are :

a. Informative

It takes the form of 'informative writing,' which is meant to spread knowledge or information, provide guidance, and convey thoughts to others. Informative writing encompasses activities such as recounting events or experiences, examining concepts,

exploring potential causes and effects, and formulating fresh ideas with the aim of enlightening readers about something that may be of significance.

b. Expressive or Narrative

This is exemplified by 'expressive writing' or 'narrative writing,' which serves the purpose of conveying personal or creative expressions.

Typically, it involves the creation of stories or essays by the writer, and expressive or narrative writing is frequently utilized for the enjoyment of exploring personal experiences, crafting stories, composing poems, or creating short plays.

c. Persuasive

This is in the format of 'convincing or persuasive writing,' which aims to convince and encourage readers to take action. It strives to sway others and spark a response or

transformation. This style of writing encompasses the critique of books, movies, consumer products, or contentious topics (Creswell, 2003).

2.1.3) The Types of Writing

Within the realm of writing, there exist various categories: narration is the form of writing employed for storytelling or conveying events, description is used for depicting and illustrating; exposition serves the purpose of clarifying and elucidating; and argumentation is utilized to present and defend a viewpoint.

a. Narrative Text

Narrative text is a type of English text that is quite often encountered in everyday life. This type of text is one of the learning materials in high school.

In addition, narrative text also often appears in various exams or English proficiency tests.

Therefore, this narrative text needs to be well understood, starting from its structure, characteristics, to its types.

b. Recount Text

A recount text is a textual genre that narrates personal experiences from the past. The term 'recount' itself indicates its nature, signifying the act of 'retelling' events.

Because the stories that are written are things that happened in the past, the tense (form of time) that we use is the simple past tense. Apart from that, there is also the use of adverbial phrases or what we can call 'adverbs of time and place.' Yes, we definitely need to explain where and when the experience occurred.

For some cases, when writing a recount text we sometimes need to use connective adverbs, for example like first, next, then, last,

finally, and so on, to show the sequence of events that we are telling.

c. Procedure Text

A procedure text is a form of written communication that serves the purpose of explaining, informing, or guiding the reader in the creation or utilization of something. In the Indonesian language, a procedure text is described as a type of text that imparts instructions, information, or assistance on how to create or perform a task.

Usually, this type of text begins with the phrase “How to...”, for example “How to make a cup of tea” or “How to operate an oven”. Procedure texts are found in many cookbooks and manuals.

d. Report Text

Report text is a type of text in English that presents information from observations and

research of a study about objects, animals, people or places. Report text is usually used by students to conduct scientific research in the field.

e. Analytical Exposition Text

An analytical exposition is a form of verbal or written communication designed to convince the audience that a particular statement is valid. To enhance the power of persuasion, the speaker or author provides supporting arguments as the foundational rationales for the statement's validity.

f. Hortatory Exposition Text

Hortatory exposition text, similar to an exposition text, presents the author's viewpoint on a particular matter, substantiated by supporting arguments. This text is intended to be persuasive, to sway the reader to align with the expressed perspective.

g. Explanation Text

Explanation text can be interpreted as explanatory text. The description of the explanation can be interpreted as an explanation or explaining. For this reason, an explanation text is a text to provide a clear explanation.

Typically, explanatory texts provide insights into social, natural, or cultural phenomena. The intent behind crafting such texts is to enlighten the reader about the mechanisms or reasons behind the functioning of something.

h. Spoof Text

Spoof text is a type of English text which contains funny stories. The communicative purpose of this type of text is to entertain the reader or hear from the story.

i. Discussion Text

Discussion text, or what is called in English as a Discussion Text is an argumentative text that contains two points of view, namely the pro and con views objectively. A Discussion Text is a text that presents both sides of an issue or argument. Discussion Text can be in the form of seminar material and discourse related to controversial issues. Well, the conclusions contained in the Discussion Text are generally neutral.

j. News Item Text

News item text is an English text that tells an event or important event in a form that resembles news, or is worthy of being made news (news).

k. Review Text

Review Text is a type of text in English which aims to review or evaluate a work, be it films, books and so on. This assessment aims

to find out and inform the quality, strengths and weaknesses of the work.

1. Anecdote Text

Anecdote text is a type of writing in English which contains an unusual or strange incident. Generally anecdote text comes from fictional, imaginary or real events.

m. Descriptive Text

What does the term 'descriptive text' mean?

According to the Ministry of Education and Culture's 2016 Grade 8 English Book, descriptive text is described as English text that provides detailed information about a person, place, or object. This includes details about physical appearance, objects, attributes, and more.

In summary, descriptive text is a type of writing that offers explanations about various subjects, including individuals, objects,

occurrences, or locations. It delivers thorough explanations to ensure readers gain a clear understanding of the information they seek.

Based on the explain about the research limit and explain more in descriptive text.

Descriptive text comes from two syllables, namely 'Descriptive' which means picture and 'Text' which means writing. So what is meant by descriptive text is writing or writing that describes something. There are several definitions of descriptive text, namely:

- a. Text that provides information about how something or someone looks, sounds, using words to describe what something or someone is like.
- b. Text that provides facts about how language is actually used rather than rules that tell people how it should be used.

From the two meanings above, it can be concluded that descriptive text is a type of text that describes a person, object or place so that the reader can imagine as if what is being told is really real.

1. Characteristics of Descriptive Text

- a. Descriptive Text uses attribute verbs, such as be (am, is, are)
- b. Descriptive Text uses the simple present tense
- c. Descriptive Text only focuses on that one object.
- d. Descriptive Text uses adjectives or adjectives
- e. Descriptive Text uses interesting language

2. Generic Structure of Descriptive Text

There are several general structures (generic structures) so that our writing is considered correct, namely:

a. Identification

Identification contains the identification of something, both living things and inanimate objects that will be described.

b. Description

The description contains an explanation description of something, both animate and inanimate objects, by mentioning several descriptions, characteristics, characters, or anything related to the description of something in question.

3. Purpose of Descriptive Text

The descriptive text aims to portray and unveil the attributes of individuals, objects, animals, locations, and more. Descriptive text is crafted without extensive investigation, with the writer relying solely on their observations and auditory inputs.

4. Example of Descriptive Text

- a) Descriptive Text People
- b) Descriptive Text Place
- c) Descriptive Text Animal

2.1.4) The Writing Process

According to Ozagac (2006) process writing consists of some stages. They are brainstorming, planning, writing the rough draft, editing, proof-reading and the final product. The explanation of these stages will be explained as follows(Linse, 2010).

a. Brain-storming

During the brainstorming phase, students begin to contemplate the assigned topic. This can be conducted as a collective class exercise or within small groups, allowing students to derive advantages from one another. The teacher records every idea proposed by the students on the board, preserving all previous ideas without exclusion. In this brainstorming stage, ideas can be arranged in a sequential fashion or organized into mind maps, depending on the nature of the ideas and the teacher's preference.

b. Planning

In this phase, learners have the freedom to remove certain ideas and structure the remaining ones into "primary support" and "examples," essentially creating a writing plan. During the planning process, it is entirely

common for students to include or remove information. They continue to make additions and deletions until the final product is complete.

c. Writing the first draft

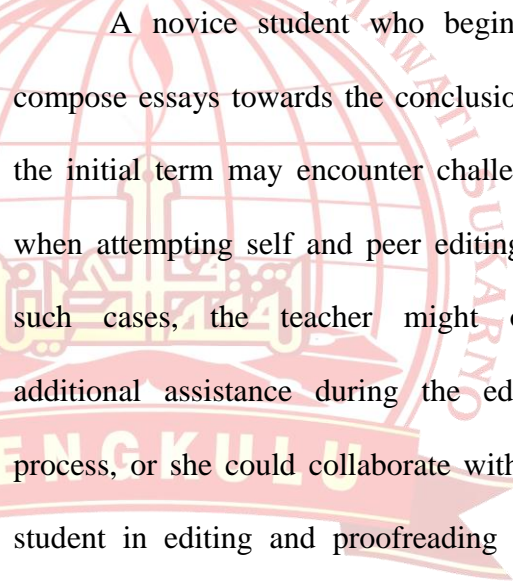
Upon reviewing the outlines, students commence the essay writing process. They have the option to modify the sequence of their primary supporting points or rearrange their secondary supporting details. During this phase, errors in organization, grammar, or vocabulary selection/form are inevitably present. This prompts the learners to engage in editing and proofreading.

d. Editing

Editing pertains to the content of the writing, while proofreading concerns the mechanics of how the writing is crafted. This differentiation holds significant importance in

the process of writing, as it allows learners to concentrate on addressing one aspect at a time. During this stage, various methods are employed for providing editing in writing, and there exist several types of editing:

1) Teacher editing



A novice student who begins to compose essays towards the conclusion of the initial term may encounter challenges when attempting self and peer editing. In such cases, the teacher might offer additional assistance during the editing process, or she could collaborate with the student in editing and proofreading as a demonstration.

2) Peer-editing

In this scenario, the written pieces are swapped, and the assessment is carried out by fellow students. In practical

situations, it is a customary practice for authors to seek the input of friends and colleagues to review their texts for spelling. Within the classroom setting, students can trade their papers and provide feedback on each other's writings.

3) Self-editing

Writers frequently overlook their errors. By setting the paper aside for a period, clearing one's mind, and tending to other tasks, the writer can revisit their paper with a fresh perspective. Various editing techniques can be employed to review the students' writing and refine it to achieve perfection.

a. Proof-reading

The fifth stage involves proofreading, which focuses on the mechanics of writing. During

proofreading, the paper is scrutinized for spelling and punctuation errors, inconsistencies in sentence structures, the use of formal or informal language, grammar mistakes, sentence fragments, run-on sentences, references lacking pronouns, redundant ideas, absence of parallelism, repeated words, punctuation errors, improper tense usage, misplaced modifiers, and style that may not suit the intended audience. It's advisable to reserve proofreading for the final stage, as the text may undergo multiple revisions before the writer is satisfied with their essay.

b. The final product

In this phase, the writer arrives at the ultimate written piece after progressing through several preceding

steps. Achieving a flawless final product requires obtaining feedback to ensure that the writing is perfected and easily understandable (Fitri et al., 2019).

2.1.5) Components of Writing

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanics (Wahyuningsih Sri, 2020),

a. Content

The writing's content should be lucid to the audience, enabling them to comprehend the message being communicated and acquire valuable information. The content needs to be seamlessly integrated and comprehensive to achieve high-quality content in writing. This idea is often known as unity and completeness,

which are key characteristics of skillfully written content.

b. Organization

The process of structuring content in writing involves various methods such as coherence, the order of importance, transitioning from general to specific and back to general, chronological sequencing, and spatial arrangement. Coherence, in essence, implies keeping all ideas in the essay closely connected. A coherent paragraph is one where ideas are presented in the correct sequence and are free from confusion, making it easy for the reader to follow the writer's thoughts from sentence to paragraph. The order of importance is an extremely useful approach for organizing ideas within a paragraph. Technically, a paragraph can be structured in two ways either by commencing with the most

significant ideas and progressing to the less significant ones or by starting with the less important and building up to the more important ones. The "general to specific" pattern is the most commonly employed paragraph organization structure. The organization starts with an initial sentence, known as the topic sentence, which presents a broad statement. It succeeded by a series of supporting sentences that offer particular details, instances, and factual information. In the "specific to general" pattern, the paragraph typically introduces a series of specific elements, such as facts, details, impressions, or observations, and concludes with a generalization or summary, often echoing the topic sentence. When arranging a paragraph chronologically, events and details are structured in the order of their occurrence,

typically progressing from the earliest to the most recent. If the paragraph's purpose is to describe the visual aspect of something, the most effective organizational pattern is usually spatial(Wedyan et al., 2022).

c. Grammar

Grammar holds a significant role in the realm of writing, regulating our expressions to ensure correctness and organization. Consequently, it wields a substantial impact on the overall quality of the writing. To maintain sound grammar in their writing, authors must carefully observe grammatical rules related to tenses, prepositions, conjunctions, clauses (both adjective and adverb clauses), articles, and so forth. A deficiency in grammar can render the writing's content unclear and lead to potential misunderstandings, as illustrated by issues like tense usage.

d. Vocabulary

The act of writing necessitates having something to convey; without a message to express, writing is impossible. Expressing ideas involves using words or vocabulary, and a deficiency in vocabulary can hinder someone from articulating their thoughts, making it challenging to select the right words. Employing suitable vocabulary not only facilitates the process of composing the writing but also enhances the ease with which readers comprehend it.

e. Mechanics

Proper mechanics encompass the correct use of capitalization and spelling. This element is highly significant because it helps readers quickly get what the writer is trying to say. Employing sound mechanics in writing enhances the reader's ability to effectively

comprehend and organize the conveyed ideas or messages within the written materials. Another source outlines five fundamental components or key areas of writing, which are as follows:

1. Language use: the ability to write the correct and appropriate sentence.
2. Mechanical skill: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling, etc.
3. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
4. Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgments skill: the ability to write appropriately for a particular audience in

mind, together with an ability to select, organize, and order relevant information(Yildiz, 2015).

2.1.6) What to Measure in Writing Skill

Writing comprises several elements that a writer needs to address to produce high-quality work. In the assessment of writing, five key components are employed to evaluate the writing skills, as outlined by Jacobs in Laras:

a) Content

Assessing the quality of the written content can be a challenging task. Various descriptors are utilized to facilitate the teacher or evaluator's evaluation process, including being well-informed, and substantial, demonstrating a thorough development of the thesis, and remaining pertinent to the assigned topic.

b) Organization

In the context of organization, there are six attributes that should be present in a well-written text. These attributes include smooth and natural expression, clearly articulated and supported ideas, conciseness, effective organization, coherent sequencing, and overall cohesion.

c) Vocabulary

Skilled writers must expand their lexicon to enhance the quality of their writing. However, mere vocabulary enrichment is insufficient without the proper selection of words for the text. Jacob categorizes vocabulary using four descriptors: a broad and sophisticated range, the effective choice and usage of words and idioms, mastery of word forms, and the use of an appropriate register.

d) Language

Similar to vocabulary, when evaluating writing, language use encompasses eight descriptors, which include the skillful use of complex sentence structures, ensuring agreement in terms of tenses, numbers, word order and function, as well as proficiency in the use of articles, pronouns, and prepositions.

e) Mechanics

Mechanics refer to a few aspects such as spelling, punctuation, capitalization, paragraph structure, and handwriting in a written work.

They form the fundamental components of the evaluation process in the composition profile.

In addition, Brown (2001) explains there are many categories of writing,

- a) Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description,

cause/effect, comparison/contras;
consistent focus.

b) Organization that involves effectiveness of
Introduction; logical sequence of ideas;
conclusion; appropriate length.

c) Discourse that contains topic sentences;
paragraph unity; transitions; discourse
markers; cohesion; rhetorical conventions;
reference; fluency; economy; variation.

d) The others categories are syntax,
vocabulary, and mechanics (spelling,
punctuation, citation of references,
neatness and appearance)(Purnawan,
2022).

2. OIA Techniques (Observing, Imitating and Adding Technique)

2.2.1) Definition of Observing, Imitating and Adding Techniques

OIA technique, you must be able to know what techniques will be used as a science or guide to be given to students. Educators must still have creative techniques or strategies to teach students even though there are some obstacles experienced by educators. "The learning process that humans experience and go through can vary. This depends on the person's ability to absorb knowledge or what is taught to him" (Tutik Rachmawati and Daryanto, 2015). And one of the techniques that can make students understand quickly is the OIA technique, namely observing, imitating, and adding. Literally, copy the master comes from English which means model to imitate. The Model to be imitated is not only limited to lateral imitation, but there is a stage of improvement. The stage of imitation up to improvement is what stands out in this strategy(Andrade, 2008).

Basically, this strategy requires training in accordance with the model offered. Subsequently, this strategy was developed into a simpler oia strategy. Oia strategy only goes through three stages, namely the stage of copying, processing, and developing. In learning to write poetry, the author uses the oia technique taught by Kuat because it is very suitable with the subject matter taught. The advantage of the oia technique is that this strategy prioritizes processes that are in accordance with the students' abilities. In this case the creativity of students is also developed at the stage of developing.

Observing is defined as the activity of looking carefully and thoroughly about an object. In relation to learning to write poetry, students observe the poetry model provided by the teacher. The expected result of observing activities is that learners find elements of poetry and patterns of

writing poetry. This observation technique is in harmony with several pillars in the contextual approach, namely inquiry. In the inquiry students observe an object and then told to find the information contained in the object.

Imitating in the context of learning is not defined as plagiarizing. The thing that must be imitated is not word for word, sentence for sentence but the elements that must exist in poetry and poetry writing patterns so that students can write poetry in various patterns and variations. Imitating technique is not much different from the concept of modeling and constructivism in the approach contextual.

Adding is a vehicle for students to give a distinctive color to the writing so that it is different from the imitation object. That is, if in the object of imitation there are elements of poetry that is not

complete, students add so that it becomes more complete elements of poetry.

Explain that the creative process in a person can be formed through the practice of expressing ideas, imagination, feelings, impressions, and skills that are applied in a particular activity. Familiarizing someone with repeated exercises using the initial learning process by imitating the work of someone who is an expert is one method that can be applied (Pereira, Angel H, Ismail, K., 2013).

The explanation of the observing, imitating, and adding technique according to Andrias Harefa (2007) is as follows:

- (a) Observing means understanding what he is listening to by having an idea of what he wants to write.
- (b) Imitating does not mean plagiarizing. The thing that must be imitated is not word for

word or sentence per sentence, but imitating here means imitating the logic and system of thinking. Otherwise, look for examples of other people's writings that are easy to imitate with extensive insight and lots of references.

(c) Adding means re-checking what he observed and imitated previously by adding parts, sentences by sentence and words that are lacking so that the reader can understand what the author means.

The observing, imitating, and adding technique is a technique that can make it easier for anyone to learn to compose, whether it's learning to compose short stories, poems, novels and even writing a personal letter can be carried out using this observing, imitating, and adding technique. The strategy/technique (observing, imitating, and adding) is a strategy that results from the development of a copy the master strategy.

Literally, copy the master comes from English which means a model to be imitated. The model to be imitated is not only limited to lateral imitation, but there is a stage of improvement.

The copy the master method is a method used to apply the techniques, methods, and thinking patterns of an expert/master in producing a learning product (Ismail, 2004: 11). Meanwhile, Alwasilah (2005: 43) explains that copy the master is recognized as a personal work that plagiarizes not merely plagiarizing a work to produce a new work.

Tarigan also emphasized that the application of the copy the master technique or imitating this model emphasizes that the final result produced is not exactly the same as the model/master essay and requires a long grace period so that the resulting work has its own style

and is not the same as the original model the model.

So, judging from several views, it can be concluded that the oia technique (observing, imitating and adding) is one of the techniques that can improve the quality and creativity of students, both individually and in groups.

Observing in the field of education that students are required to pay close attention to what educators convey well and students' observations of the subject matter that education is given to them.

Imitating in the field of education does not mean plagiarism or cheating but imitating here is how students can imitate grammar and elements of the object of observation from previous observations(Santika et al., 2023).

2.2.2 Learning to Write

In the observing, imitating and adding technique one of the learning in writing is writing, writing is one of the lessons that aims to improve children's thinking and reasoning patterns to be able to write well. The child's ability to think is expressed in writing that is able to provide ideas or opinions that will be conveyed to others indirectly.

So, the authors can conclude that learning to write personal letters in the technique (observing, imitating, and adding) to the preliminary activities, core activities, and closing are as follows :

(a) Preliminary activities

In the preliminary activity, students interact with educators by discussing experiences students to write personal letters they have written or received from others. The teacher provides an example of writing a personal letter by giving the benefits of how

important writing is. The interaction between educators and students can build the enthusiasm of students to know the importance of writing.

(b) Core Activities

1. The first activity

The teacher divides students into several groups, students observe and see examples of personal letters given by educators. Each group observes and discusses a sample of a personal letter given by the teacher. Each group discusses the elements contained in the personal letter, then students analyze the use of language used in the sample personal letter given by the educator. In turn, each group reports the results of their discussion in front of the class.

In this activity, educators assist students in finding the elements of personal letters and knowing various variations of language writing in personal letters. If things are found that are incomplete, the educator completes them and provides additional explanations.

2. The second activity

In this activity, students imagine to make a letter by sending a reply message to others from the example given by the teacher. They imitated the reply letter by looking at the sample letter given by the educator. The expected result of writing personal letters is that students can write personal letters properly according to the elements and language in writing personal letters. The third activity In this activity, the teacher gives time for students to look

back at the personal letter that has been made. Then students improve the writing made by students and add elements that are incomplete in writing personal letters given by educators with good and correct language. So that the personal letters made by students become better.

3. Closing activity

In the closing activity, the teacher gives an envelope to students so that students can imagine sending the letter to the original sender. Usually, some students creatively provide a unique picture or engraving on the amplop. Students are given the opportunity to convey their experiences in learning to write on that day. Whatever is conveyed by students becomes learning material and student reflection for further learning.

B. Theoretical Framework

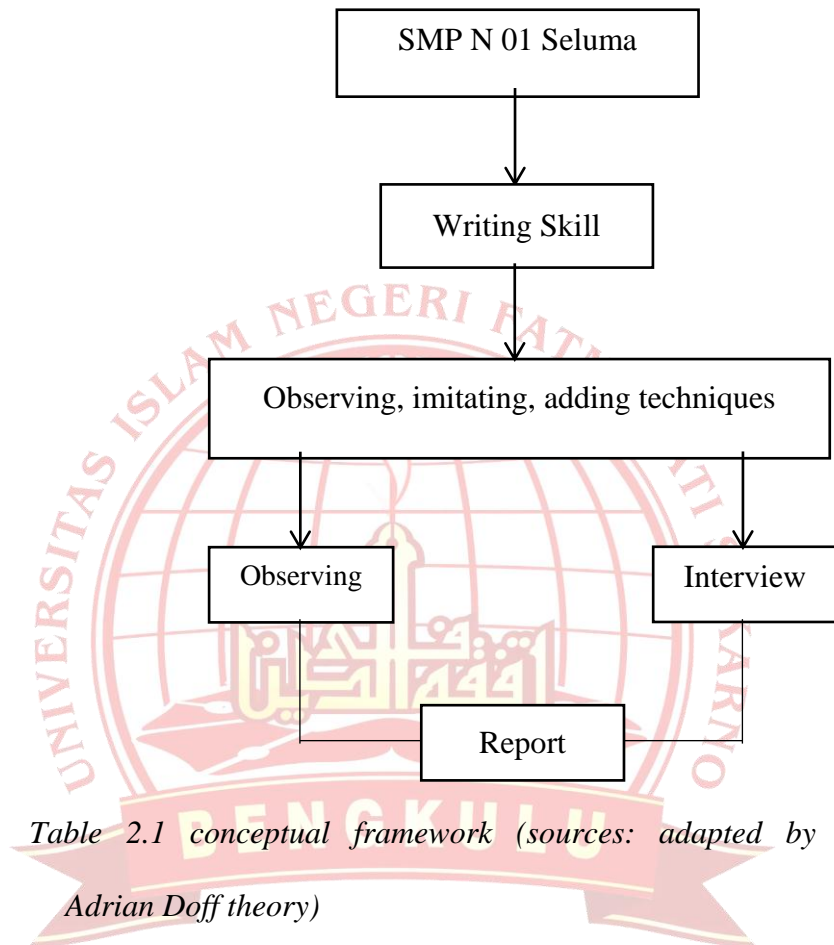


Table 2.1 conceptual framework (sources: adapted by Adrian Doff theory)

The conceptual framework above explains that researchers will examine students at SMP N 01 Seluma where researchers will use writing skills with the OIA technique, researchers will test students using the OIA

technique and obtain results from observing and interviewing students. After that, the researcher will make a report from his research which starts from the research steps to get the results of the research process.

C. Previous Studies

The researcher drew inspiration and took into account three previous studies while conducting the current research. Three studies addressing writing problems served as sources of inspiration. The first study, conducted by Afsheen Rezai, Ehsan Namaziandost, and Siamak Rahimi in 2022, was titled "Developmental Potential of Self-Assessment Reports for High School Students' Writing Skills: A Qualitative Study." The primary objective of this research was to examine how self-assessment reports contribute to the writing skills enhancement among high school students in Iran. Additionally, it aimed to investigate the perceptions of Iranian high school students regarding the effectiveness of self-assessment reports in improving their writing. The results

from the self-assessment reports revealed that students reported significant improvements in their writing abilities in terms of content, language, organization, and task requirements. The similarities in this study and the research being studied under the title an analysis of the improvement of students' writing skills on by using observing imitation and adding techniques, they both used qualitative research to examine students' writing development. The difference in this study and the research being studied under the title an analysis of the improvement of students' writing skills on by using observing imitation and adding techniques using observing, imitating, and adding techniques.

The second study, conducted by Eni Ismayanti and Abdul Kholiq in 2020, was titled "An Analysis of Students' Challenges in Composing Descriptive Texts." This research aimed to outline the obstacles students face when writing descriptive texts and to pinpoint the reasons behind these challenges. The study employed a quantitative descriptive approach and involved X MIPA 6 students from SMAN 1

Sukodadi who encountered difficulties while composing 49 descriptive texts. Data for the study were collected through students' worksheets and interview responses. Documentation and interviews were the methods used to gather data, and data reduction, presentation, and conclusion drawing were employed for data analysis. The findings revealed that the students of X MIPA 6 encountered difficulties in writing descriptive texts, specifically related to issues in the text's structure, grammar, and spelling. The similarity of this research with the author's research is that they both use qualitative methods and examine students' difficulties in writing descriptive texts and to find out the causes of students' difficulties in writing. the difference is that this researcher studies the high school level while the writer studies the junior high school level.

The third study, conducted by (Zidni et al., 2020), was titled "Students' Challenges in English Writing (An Analysis of Writing Work by Senior High School Students)." This research aimed to identify the most frequent mistakes

made by students in their English writing assignments and to understand the students' perceptions regarding the support provided by their teachers in addressing these issues. The findings of this study aligned with the identification of common errors made by students in their English writing assignments. To include all participants, the researchers introduced a questionnaire distribution method to involve all students in the study. The questionnaires were administered on April 28, 2018, and collected on the same day, with the researcher personally facilitating the process in the classroom. The similarities in this study and the research being studied under the title an analysis of the improvement of students' writing skills on by using observing imitation and adding techniques both test the ability of students, the difference in this study using quantitative methods. The difference between this study and the author's research is that the author aims to analyze students' writing skills, whereas previous researchers aimed to find out the most common mistakes made by students in their English writing work and to find out students'

perceptions of their teacher's support in solving problems(Larasaty, 2019).

