

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer divides it into three sections, the first one is about the Literature Review, and the last is Previous Studies.

A. Literature Review

1. Writing

a. Definition of Writing Ability

The ability to write is one of the special skills possessed by humans, not all can write perfectly. Writing is a productive skill for writing indirect communication and the nature of its character is very different from that expressed by speaking directly, therefore writing is a skill ability possessed by humans (Tarigan, 1985). According to Robbin (2003, p.52), ability is an individuals' capacity to perform tasks in a specific job. John. M. Echols and Hasan Shadily in English Indonesian Dictionary, reveal that ability is strength and ability to do something. The ability of students to understand the material is not the same, they have different ways of understanding the material, although they are considered by the same teacher because of their power to understand different materials. That ability must be obtained by the student himself, a student has to focus their minds on the subject that has been obtained so that they can understand how good they are at writing.

To produce good writing, writers must have good writing skills in accordance with existing regulations. Writing ability is the skill of

expressing ideas, thoughts, and feelings to others through writing so that the idea can be understood by the reader. In other words, writing ability is a special ability that helps students to express their thoughts with meaningful words.

b. Definition of Writing Difficulty

"Difficulty" is something that is not easy for students to do (Cambridge Dictionary, 1986). According to Merriam-Webster, the word "difficult" means "difficult to do, work on, or make something." Meanwhile, according to the Oxford dictionary, the difficulty is "a thing or a situation that causes a problem." According to Graham (2006), writing difficulties are caused by students' lack of self-development. These factors make it difficult for students to write according to their expectations. Thus, student difficulty is a problem situation that a student must face. In this research, "difficult" means referring to a student's problem in writing descriptive text.

c. Definition of Writing

A language can be used for various purposes. Language also has many functions. There are two language macroskills, including receptive and productive skills. One of the productive skills that must be mastered when using language is writing. Writing is one of the language skills and productive skills that students will learn in junior high school, senior high school, and university. Students can express their ideas and feelings by writing in English. Learning to write in a foreign language is more difficult than learning a native language; they

will encounter all learning problems involving vocabulary, sound, grammar, or structure. In general, writing is a way to convey messages from the author to the reader. The message of writing is the content or information contained in an article. According to Brown (2001), "writing is a thought process because writing is a process" that involves developing ideas on paper to "turn thoughts into words so that they become sentences and give them a coherent structure and organization."

In English, writing is considered very complex and difficult. Many criteria must be met to produce perfect writing. To write must be good in content, organization, vocabulary, grammar, and mechanics (brown, 2007). In senior high schools in Indonesia, writing skills are taught using a genre-based approach. Students were introduced to some genres and taught through reading text models and explicitly taught about social functions, generic structures, and language features. By exposing students to reading text models, students were expected to know and understand the differences between one genre and other genres in English, so they could write their genre with the correct order of the generic structure and use the appropriate language features of the genre (Lailatul. H, 2013). Writing English for junior high school students in Indonesia is very complicated even for English Department Students in lectures. Boardman and Frydenberg (2002), stated that writing is a process of thinking and organizing, rethinking, and recognizing. Next, O'Malley and Piece (1996) supported that writing skill is a personal act in which the writer takes an idea within himself and transfers it into a

topic. In other words, a writer will describe an idea based on self and background knowledge.

As per Coulmas' (2003) analysis, the act of writing a text can be attributed to three different meanings. Writing is a visible language recording system in which the writer is able to perceive the outcomes of their writing through visual means. Writing is a cognitive process that involves the transfer of ideas from one's mind onto a written medium. The outcome of the act of writing is a written composition. Writing is a multifaceted skill that encompasses both communication and productivity. It enables the creation of various types of texts, including but not limited to descriptive, procedural, report, and narrative texts. According to Hedge (2005), writing serves as a means of communication that facilitates the connection of ideas, development of information, and provision of arguments to a specific reader or group of readers. Writing is a process of conveying a sequence of concepts through the medium of written language. Prior to generating written content, authors must acquire and assimilate a substantial amount of information to ensure that the resulting text is clear and comprehensible.

According to Gebhard as cited in Sumardi, et.al (2008, p.196), writing requires several rules that involve the use of appropriate word choice or the use of appropriate grammar, syntax, and mechanics. That is, writing requires various processes, not only about expressing various ideas but also the use of appropriate rules in writing good paragraphs. Richard and Renandya (2002, p.303) stated that the difficulty in writing

is not only in generating various ideas but also translating the ideas into a paragraph so that it becomes a piece of writing that is easy to read. Further, Brown (2001) and Harmer (2004) argued that writing is exploring ideas and organizing ideas. To explore an idea, there are various steps, such as vocabulary, interviewing someone, and discussing. Meanwhile, organizing ideas consists of various steps, including sorting information in paragraphs, writing topic sentences, limiting information, using time sequence, making idea maps, categorizing and outlining, summarizing ideas, and writing titles. Among exploring ideas and organizing ideas, the most important thing is organizing ideas because paragraphs need to develop cohesion and coherence so that they are easy for readers to follow.

Writing is an intellectual activity that must understand some of the things needed in writing skills. These skills include:

1. Reading comprehension
2. Writing mechanics: spelling, capitalization, and punctuation.
3. Grammar
4. Analytical skills
5. Organize ideas effectively
6. Communicate ideas concisely.

Based on the writing theories above, it can be concluded that writing is a thought process to create ideas or opinions in the form of writing into good paragraphs. Writing is a means of communication through

form of writing that has various rules that must follow and apply so that readers can understand the contents of writing from the ideas of a writer.

d. Type of Writing

There are generally four types of writing, although they are usually mixed writing types. They are **Expository** writing that describes or tells about a topic without giving an opinion. The **descriptive** text was focused on describing a story in detail about a character, event, or place. **Persuasive** This type of persuasive writing tries to bring others into the writer's point of view. And the **narrative** is a narrative that tells a story, usually in the context of narrative text there will be characters and story dialog.

There exist numerous genres of written discourse. According to Troyka's (1987) classification, writing can be categorized into four distinct types, which include narration, description, exposition, and argumentation.

a) Exposition

Exposition is classified as one of the four primary forms of writing. The aim of this expository text is to provide readers with an overview of the contextual framework, as well as to impart knowledge regarding the narrative, personages, locales, and motifs of the written work, cinematic production, or tale. Furthermore, this expository text can serve as a valuable resource for crafting speeches, in addition to its application in the creation of essays, stories, and films. Exposition is a genre of written discourse that

aims to elucidate a particular phenomenon. The composition of this expository literature frequently provides responses to inquiries pertaining to the nature of a subject, the manner in which it operates, and the rationale behind its existence. The objective is to elucidate the concept and enhance the coherence of a narrative. Exposition may be characterized as adhering to a coherent and rational progression. This elucidation suggests that expository writing employs a systematic and coherent arrangement of paragraphs, thereby facilitating the reader's comprehension of the author's ideas. The writer employs a logical structure to guide the reader through a sequence of ideas that follow the storyline.

b) Argumentation

Argumentation theory, or argument, is also called persuasion. Argumentation is an interdisciplinary study of how humans should, could, and convey opinions to deduce logical reasons based on claims, whether they are good or not. This argument concludes the art and science of debate, dialogue, conversation, and persuasion. Argumentation also studies the rules of inference, logic, and procedural rules in real and artificial world settings. Argumentation involves debating or presenting opinions and negotiating, to reach a mutually acceptable conclusion. It is utilized in law, for example in trials, preparing arguments to take into court, and in testing the validity of certain evidence.

c) Description

Descriptions are things that tell how something looks or feels and sounds. In this case, it's about features like size, shape, color, sound, and feel. Descriptions can also be known as discourse models. A description is a fiction writing mode to describe the content of the story in detail. A description is a rhetorical mode, the purpose of this description is to retell or visually re-present a person, place, event, or action so that readers can imagine what is described in written form. Description as a mode of fiction writing is a form of narration, in fiction writing it also has different types or forms of expression, and each of them has its purposes and conventions. Along with the dialog, narration, exposition, and summary, description is one type of fiction writing that is most widely known by students.

d) Narration

Narration is telling a "what happened" story. Usually, this narration is included in the type of writing found in novels, short stories, and biographies. The narration also usually follows the timeline of a story. Narration Retelling something that happened "a story" or often called "digging a story". narration tells an event from several insignificant perspectives. Narration thus forms history (scenes of events, or stories about what events took place).

From the types of texts above, the researcher chose to analyze descriptive texts.

e. Element of Writing

In writing, the students need various basic requirements, including correct sentences, paragraphs, grammar, pronouns, diction, and spelling. Although the writing process is analyzed in different ways, there are five components to evaluate text writing, according to Brown (2007):

a) Content

This content refers to the topic and its explanation, discussion, evaluation, and conclusion must be clear, specific, and relevant. Good content will meet good criteria, such as being full of substantive information and making the development of the thesis clear and relevant to the problem. The topics provided to students are familiar to students. However, in this study, not all students were able to develop ideas properly, the evidence is that there are still students who are unable to develop ideas properly. Maybe because they don't know how to develop ideas. All this proves that students have been able to learn how to make good descriptive texts by understanding and developing their ideas well in each text. However, in practice, they were not successful in organizing good descriptive texts. According to Barnet and Stubbs (1990), "a good paragraph has unity" (the meaning of unity is to emphasize or show where a topic begins and ends). To have good paragraph unity, students must support the ideas in each sentence.

b) Organization

The organization is the way students organize their ideas so that they are well organized in each paragraph. The text's organization includes expressing ideas, logical order, and the selection of each word that is clear and correct. Reep (2009) argued that "A paragraph can achieve coherence when sentences continue in a sequence that supports one point at a time." "Transitions or links, words, and phrases show the relationship of ideas." In organizing the correct idea, the student should use two components of the general descriptive structure of writing, namely identification and description. In each description component, students must explain the object's characteristic parts and qualities. Usually, students cannot organize paragraphs properly because they cannot develop their writing ideas properly. In addition to the component identification and description, students must also pay attention to the chronological order of each text they will create in organizing ideas. The chronological order is maintained. The purpose is to explain the process, such as "Where did grandpa go?", or describe the places grandpa visited. The importance of chronological order can also be used to describe periods and events. The students admitted that this happened because they did not write a timeline before writing the text and did not make a list of ideas beforehand, and they even immediately wrote down the ideas that

came to mind. So their texts are not well organized, and many ideas are repeated.

c) Grammar

Gerot and Wignell (1994) stated that grammar is a theory that discusses how language is put together and how it works. Grammar elements include discussing grammatical forms and syntactic patterns. In measuring writing ability, a teacher tests the skills of students' grammatical patterns according to the genre of the writing. The present tense is one of the grammatical features in describing the tense that is frequently used in descriptive texts. Text descriptions in the present tense can be seen from a factual point of view (e.g., writing, playing, etc.). Grammar considers sentence structure and construction, as well as the accuracy of word order, pronouns, and prepositions.

d) Vocabulary

Writing vocabulary is the range of accuracy in choosing words/idioms, mastering word forms, suitability of variation, and effectiveness in conveying meaning. Hadfield (2008:45) divided vocabulary into two kinds:

- 1) Productive (active) vocabulary is words that they are capable of producing within themselves.
- 2) Receptive (passive) vocabulary is words that they understand but may never produce a proper sentence.

e) Mechanics of writing

Mechanical paragraphs are a combination of good spelling and imprecise punctuation. The use of language and graphic conventions is referred to as mechanics. Mechanics has a meaning that refers to the appearance of words and the way they can be spelled or arranged in a sentence. Examples of mechanics are that when writing the first word of a paragraph, it has to appear consistent and clear. Mechanics explain how to write economically and efficiently. The purpose of punctuation in writing is simply to make the text clearer and easier to understand when read. Four functions of punctuation exist, namely:

1. Classifying or attaching (e.g., using parentheses to explain attaching foreign information).
2. Splitting (using periods to separate sentences, for example).
3. Influence on meaning (for example, a question mark explains how to make a statement).
4. Linking (e.g., hyphens connecting modifier units between words).

The function of punctuation is to prevent misreading and aid in understanding each sentence.

f. Problem in Writing

In writing, there must be various problems to produce good and well-organized writing. When students have started to write, they often feel confused about what they want to write. Students feel doubtful and

unsure whether their writing is correct or if there are errors. Students are aware that putting their thoughts into written form is not easy thing. There are a lot of problems in writing (Nurgiantoro 2001:298:299).

a. Lack of vocabulary

Vocabulary is the major factor in mastering a language, especially in writing. Students will not be able to write if they do not understand vocabulary well, and of course, students will have difficulty writing. Most students face this problem because they lack vocabulary mastery, so they often write uncommunicative sentences, and there will be a lot of repetition of words every time they write.

b. Grammatical mistake

The students often experience uncertainty regarding the grammatical accuracy of their written sentences. Typically, a significant proportion of students who are new to school encounter difficulties with English grammar. Most of them have just started learning English, so their competence is still lacking, especially in grammar. It will be a problem when they can't understand the grammar when directly composing a composition consisting of sentences.

c. Organizing ideas

The problem students typically encounter in essay writing is how they organize their ideas into sentences. In their essay, the students usually write content that is not related to the theme. This

occurs because the students feel difficult to develop their ideas. A writer can write a good essay if he knows the rules of paragraph writing. Before writing, students can begin by choosing a theme. Then, create the outline that can help in composing sentences or paragraphs. In this way, students will avoid some mistakes in writing an essay, and the content of the essay will reflect the theme that students expect.

From the above explanation, it can be concluded that writing must pay attention to problems to obtain good writing results and to make readers understand what has been written by students.

g. Criteria of Good Writing

According to Oshima and Hogue (1991), there are three criteria for good writing consisting of content, organization, and writing style. The content includes the purpose of the text, the topic, and an explanation of the topic. The writing organization consists of an introduction, a body paragraph, and a conclusion. In the introduction, the topic and thesis statement can be clearly stated. Meanwhile, the body paragraph will explain all the topics in detail. After the piece, the author restates what the topic is and concludes all explanations simply and clearly. This is so that readers can quickly understand what has been written. The last criterion is a writing style that is useful for readers to understand the meaning of each sentence. Writing style includes capitalization, punctuation, choice of words, fluency of sentences, spelling, and coherency. Incorrect spelling will make readers confused and take a

long time to understand. Meanwhile, the right choice of words and sentences will make the writing easy to read. Furthermore, in writing, a paragraph must be coherent.

Coherence is the relationship of one paragraph to another. Four ways of achieving coherent writing exist: firstly, by engaging in a repetition of key nouns; secondly, by employing pronouns that refer back to the key nouns; thirdly, by employing transition marks to indicate that one sentence is related to another; and lastly, by structuring sentences in a coherent order (Oshima and Hogue, 1991, pp. 40-41). In addition, to write well, it is necessary to follow several steps. Harmer (2004) states that the writing process has four steps, which are:

a) Planning

Before beginning the writing, there is an initial step called planning, in which the writer attempts to decide what they will write. To be a good writer, it is very necessary to make a detailed note-planning list. During the planning phase, a writer must consider three primary concerns. Initially, authors must contemplate the objective of their written work. Experienced writers take into consideration the intended audience when composing their written works. Finally, it is imperative for writers to contemplate both the substance and arrangement of their written work.

b) Drafting

In drafting, the writer writes various notes on paper containing the ideas obtained from their thoughts. After the second step has been passed, the author can refer to the first version of an article as a draft. When the writing process on the draft has been completed, it can be continued. The third step is the editing step,

c) Editing

Following the drafting process, it is usual for a writer to engage in a process of self-evaluation by reviewing their written work to identify its strengths and weaknesses. This may be attributed to the lack of clarity in the sequencing of information or the presence of ambiguous or perplexing language. During the revision process, writers may receive feedback from other readers to enhance the aesthetic and structural qualities of their writing, ultimately leading to the final stage of completion.

d) Final

In this final step, after the authors have finished editing the draft and made any changes they deem necessary, they produce their final paper. The final product might look very different from the original plan and the first draft, as much of the writing has changed in the editing process. After these steps have been gone through, the writer is ready to send the writing to the reader.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a general text that explains or describes something. According to Husna (2013), descriptive text is a type of text that consists of the characteristics of the description and definition of objects or things that have a relationship. Meanwhile, according to Gerot and Wignall (in Mardiyah, 2013), the descriptive text has the aim of describing certain things, people, or places that show the reader the description of a person or place clearly and feels real. As Kane (2005) said, description is about describing something that will be seen, heard, and felt. The context of this type of text is to describe certain things, animals, people, or places, for example, pets, in this descriptive text students will describe how they can take care of these animals. In contrast to reports that describe things, animals, people, or places in general. Similarly, According to (Nurfidhoh & Kareviati, 2021), "Descriptive text is an explanation about how something works or why a phenomenon occurs." In other words, a descriptive text is a text that tells, describes, or reflects on people.

Based on the explanation above, it can be concluded that descriptive text is a text that describes people, places, and things physically clearly so that readers can easily imagine the results of the depiction of the text. The text of a description aims to evoke the impression of an object for the reader. The writer concludes that writing meaningful descriptive text is describing experiences related to taste, what shape, sound, and

taste are like based on the opinions about descriptive above. As a result, the description text assists the reader in visualizing a person, animal, or other object in order to comprehend a sensation or event.

b. Characteristic of Descriptive Text

Descriptive text has several characteristics. The first focuses on what is being described, such as places, objects, or persons. Secondly, the descriptive text uses simple present tense as a grammar rule in writing descriptive texts. Third, in a descriptive text, the title uses a noun phrase, for example when describing a motorcycle. The title used is not only "motorcycle" but also "labels" or "brands". The fourth is adjectives are usually used to describe nouns and objects in descriptive texts. And the last is the description of the object written from the general to the particular. (Sudarwati, 2007).

c. Generic Structure of Descriptive Text

According to Gerot and Wignel (in Mardiyah, 2013), the generic structure of a descriptive text is identification and description. Identification is to identify the subject to be described. Identification is usually stated in the first paragraph to introduce the reader to the topic that will be explained in the next paragraph. Rosa (2008) stated that identification is one of the generic structures of a descriptive text that will provide information about the objects to describe. And the characteristics of identification are containment of the topic and the "who" or "what" question.

In the description, the writer describes objects in detail. This description is utilized to support identification. Kane in Englishindo (2016) states, "Description is a sensory experience that can be experienced by the reader by feeling, tasting, seeing, and hearing good writing." So, description is the part that explains something in detail, for example about the physical appearance, characteristics, qualities, and general behavior of objects, people, or places. Physical appearance is like a person's style, hair, body, and all the things that can be seen by the eye. Characteristics are "distinctive features of something." Behaviors are how a person or animal acts. Quality is "that which is standardized by comparison with other things" (Oxford Dictionary, p. 1233). The characteristics of the description are: describe the topic and Describe the physics, quality, character, or attitude of something.

Example of Descriptive Text

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments.

My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook. although my room is tiny and straightforward, I notice it is terribly cozy.

Based on the example of descriptive text above, it can be explained that the identification of the bedroom in the first paragraph introduces the object to be explained. While the second and third paragraphs of the writer show a description of the text which includes an explanation of the characteristics, physical appearance, and habits of the object.

d. The Language Feature of Descriptive Text

According to Oshima and Hogue (1997), there are several language features in descriptive texts, are as follows:

- 1) Use of certain nouns
- 2) Use of groups of nouns in detail.
- 3) Information about the subject
- 4) Use of different types of adjectives
- 5) Use of related verbs to provide information about the subject
- 6) Use of the verbs "think" and "feel" to express the author's personal views on the subject or to provide insight into the thoughts and feelings of the subject.
- 7) Use of action verbs to describe the behavior of the subject, and the use of adverbs to provide more information about the behavior being described.
- 8) Use of similes, metaphors, and other types of figurative language, especially in literary descriptions

In language features, there are grammatical features that are used to support the writing of descriptive text. The language features of descriptive text are as follows (Utami, 2013: 31):

- a) Focus on a specific participant (My English teacher, Dina's rabbit, my favorite place).
- b) Use of the simple present tense Use the past tense if it is extinct.

The simple present tense is an activity that occurs in everyday life and is a habitual activity that a person does. However, sometimes you can also use the past tense if the thing to be explained no longer exists.
- c) Verbs to be and have a "relational process" (Andini is cool; she has an ideal height).

- d) Use descriptive adjectives (strong legs, white fangs). Use detailed noun phrases to provide information about the subject (a very beautiful landscape, a cute girl, a very dense forest, etc.).
- e) Use of the action verb "material process" (the rabbit eats grass and runs fast)
- f) Use of adverbials to provide additional information about behavior (fast, in a tree house).
- g) Use of figurative language (Nita is as short as me).

B. Previous Studies

The researcher showed several previous studies related to analyzing students' abilities and difficulties in writing descriptive texts. In this research, the researcher took two previous studies. The first research was conducted by Yesika Johannes (2021), entitled "Analyzing Difficulties in Writing Descriptive Text of Grade Ten Students at SMAN 3 Tana Toraja". The purpose of this study is to find out the students' difficulties in writing descriptive texts with grammar, vocabulary, and mechanical analysis, which will be explained in three levels: high, medium, and low. The subjects in the study were students of class X IPA 1, totaling 30 students who were selected through a purposive sampling technique. This study uses qualitative methods, and to collect data researchers use document analysis, interviews, and observation. Based on the results of the analysis, the writer found students' difficulties, namely grammar, vocabulary, mechanics, and general structure in writing descriptive text.

The second is a study conducted by Herry Jaisyan Khoiri (2020) entitled "An Analysis of Students' Ability in Writing Descriptive Text at Eighth Grade of

SMP Unismuh Makassar". This study aims to determine the ability to write descriptive text using vocabulary, mechanics, and organization. In the study, researchers took students of class VIII B2 with a purposive sampling technique consisting of 17 students, using a descriptive research method. The results of the research analysis showed that students found obstacles in all assessment points, the average student score was 520, including 1 student getting a good score, 6 students getting an average score, 4 students getting a fair score, and 6 students getting a poor score.

The last is research conducted by Isna Wahyumi (2019) entitled "An Analysis of Students' Ability and Difficulty in Writing Descriptive (A Study at Second Grade at SMPN 3 Bontonompo)". This study aims to determine students' abilities and difficulties in writing descriptive texts by analyzing organization, vocabulary, grammar, and mechanics. The research was conducted in class VIII 3 of SMPN 3 Bontonompo for the 2018/2019 academic year consisting of 30 students. Researchers used a quantitative descriptive research method. The results of the student's ability were very bad, namely 2.63, and students' difficulties in the organization were 2.09, vocabulary was 2.93, grammar was 1.75, and mechanics was 2.33.

Based on the explanation of previous studies that have been conducted, it is evident that this research has differences and similarities with previous studies. The difference between this research and previous studies is that Yesika Johannes' research (2021) only focuses on students' difficulties. In terms of these difficulties, Yesika explained three analyses, namely grammar, vocabulary, and mechanics in writing descriptive texts. Similarly, the research conducted by

Herry Jaisyah Khoiri (2020) only focused on students' abilities in writing descriptive texts, in terms of vocabulary, mechanics, and writing organization. And lastly, Isna Wahyumi's research (2019) focused on students' abilities and difficulties in writing descriptive texts, from the analysis of organization, vocabulary, grammar, and mechanics of student writing. The similarities between this research and the previous studies are that both researchers focused on student writing, especially in descriptive texts, and the differences with this study are that the researchers analyzed content, organization, grammar, vocabulary, and writing mechanics.