

## CHAPTER II

### LITERATURE REVIEW

This chapter outlines a review of the related literature used in this particular study. Consisting of writing, descriptive text, genre analysis, and previous studies.

#### A. Writing

##### 1. Definition of Writing

In addition to listening, speaking, and reading, English learners must also be proficient in writing. To develop ideas and engage them in reading material, students must be able to articulate their views in writing. Writing helps in disseminating information and expertise to others. Therefore, writing can be considered a channel of communication between writers and readers (Reszy, 2013).

Writing is a language ability, Syatriana (2018). In the past, they communicated indirectly, not face to face with other people but through written media. There is no need to choose the right topic to write about, but it is very much determined by who will read it, especially articles and goals. Writing allows us to express our thoughts and feelings. In this situation, we are free to express ourselves through writing about funny, strange, exciting, experiential, or painful situations.

##### 2. The Components of Writing

Writing is one of the communication skills which is an important means to convey ideas, feelings, and experiences to others, but learning to write in a foreign language is not easy, because it has several components or aspects to

convey messages indirectly. In writing the target language, learners who want to master the language must pay attention to several aspects of writing to be able to write well.

Several components must be considered in writing activities by researchers. This is very important to understand because the form of writing will be judged whether or not the components of the writing are good. According to Frangelina (2017), there are five components in writing, namely:

a. The Content

Students can develop their writing adequately and be relevant to the topic. Students can develop ideas to become more complex. They started to add some supporting information to their writing.

b. The Organization

Students can produce and refine texts that are neatly arranged and cohesive. Their writings were well written and well read. The ideas were satisfied and supported.

c. The Vocabulary

Students can use precise and accurate words. The student's vocabulary mastery is increasing. They were used to opening dictionaries to look up words. Sometimes, they discuss with their friends to choose the right word.

d. The Use of language

Many students can distinguish between nouns, verbs, and adjectives. They can also use be (Is, Am, Are) well. In addition, they can use the simple present tense appropriately.

e. The Mechanic

Students can use punctuation and capital letters well. They are used to putting a period at the end of a sentence. Then, they can use capital letters correctly. They always pay attention to the spelling of words.

### **3. Teaching Writing**

The most important reason for teaching writing is that basic language is as important as speaking, listening, and reading. Writing allows English learners to use the EFL form of Writing to get their message across to readers anywhere and anytime.

Interest in learning to write has existed for thousands of years. But until the early 20th century, writing instructions are based on fairly rigid assumptions. Good writing is based on different rules and principles, the teacher's job is to associate these rules, and students write sentences according to their choice, following the rules of good writing. Student essays are graded on correct grammatical accuracy, structure, and content.

Not surprisingly, the trend of teaching writing in ESL and other foreign languages coincides with the trend of teaching other skills, especially listening and speaking. As communicative language teaching gained momentum in the 1980s, teachers learned more about how to teach fluency than just accuracy, how to use authentic texts and contexts in the classroom, and how to focus on language learning goals. You will remember from this chapter on communication, and how students' intrinsic motivation is used in learning. The same basic trends and principles apply to progress in learning to write in a second language context.

The teaching of writing must be done integrally. So write also while reading, speaking, and listening. In teaching writing is developed with various activities such as games, puzzles, quizzes, and writing paragraphs based on pictures, magazines, articles, newspapers, etc. Teachers can apply appropriate techniques when writing lessons.

Here are the following aspects of teaching writing in junior high school:

Copying the simple sentence you just learned with the correct spelling, write a simple sentence, complete a simple sentence, and make a compound sentence.

While the technique of teaching writing for students learning activities includes:

Notes, write a letter, tell stories and tell stories descriptions of objects, people, etc, fill out the form, sentence formation, make paragraphs, and use cards to complete the sentences. etc.

#### **4. Writing in EFL Contexts**

Writing for EFL students is intended to stimulate thinking, assist students in organizing and focusing their thinking, and help them improve their ability to summarize, analyze, and criticize, according to Rao (2007). More English writing practice is needed in the EFL context. The complexity of the writing is higher than the context in which English is not the main language in EFL. EFL (English as a Foreign Language) is English learned by people who do not use English as their first language, according to Gebhard (1996). Learning English is mostly aimed only at passing exams. After that, children can go on to high school or college to continue their education. Raimes (1991) mentions "writing to show",

not "writing to learn". They only think of writing as a skill to pass exams and increase their grades.

The conclusion from the situation above is that writing for EFL students is a difficult activity that requires several steps to produce written work. It must be meaningful to the reader. As a result, teachers must be aware of their students' needs, capacities, and abilities to help them develop their writing skills.

## **5. Teaching Writing in EFL Contexts**

Due to the prevalence of the WLL orientation and institutional mandate, many EFL writing teachers focus on certain aspects of language (eg error correction) in their writing lessons. Lee (2005), for example, found that EFL writing teacher feedback in Hong Kong focused almost exclusively on students' mechanical errors, so much so that it was almost counter-productive, as many students felt demotivated by seeing red marks on paper. Teachers in this particular context report that providing complete feedback on student errors is part of their institutional mandate to follow (Lee, 2005). As seen in this example, tension is seen around the error-correcting practices that teachers use in this context. This points to the fact that teachers of writing in the context of EFL need to have the plan to reduce the potential negative impact of what they do in class on student motivation.

Giving feedback on writing is common in the EFL context, feedback in the EFL context generally revolves around aspects of the writing language, more specifically, grammar. While teacher feedback is widespread, research has shown that peer feedback is also used as a useful pedagogical practice. Researchers have found that peer feedback is used and is effective in authoritative social contexts

such as China as well (eg Miao, Badger & Zhen, 2006). This serves to demonstrate that good pedagogical practices coupled with careful monitoring of teachers contribute to an effective EFL writing pedagogy.

Finally, an important dimension of EFL writing pedagogy is that teachers may perceive writing in an EFL context to be “less purposeful” and “needs driven” compared to how writing is viewed in an ESL context (Ortega, 2009, p. 232; Wolff, 2000). However, keep in mind that writing is an essential part of literacy development, enabling students to develop strong writing skills is a prerequisite to help them achieve their future academic and professional goals. In this process, the teacher plays an important role.

## **6. The Genre of Writing Text**

There are many genres. They are descriptive, narrative, recount, spoof, anecdote, hortatory exposition, review, discussion, analytical exposition, explanation, news item, and procedure.

Hyland (2004: 4) states that genre is a grouping term of text that describes how writers usually use language to deal with repetitive situations.

Hyland (2004:29) states that there are some example genres:

- a) Recount: reconstructing past experiences by retelling the events of the original sequence.
- b) Procedure: to show how something is done.
- c) Narrative: entertaining and instructing through reflective experiences.
- d) Description: provides an overview of the imagined factual events.

In addition, Meer (2016) states that a writer's style reflects her or his personality, distinctive voice, and accessibility to listeners and readers. However,

every work written by an author has a specific purpose. For example, the author wants to explain how something works or persuade people to agree with their point of view. Knowing the four different types and how to use them is important for every writer. Here are the categories and their definitions:

a) Expository

Expository writing explains or informs. It talks about the subject without giving an opinion. The main purpose of expository text is to explain. It is a topic-oriented style of writing in which the writer focuses on talking about a particular subject or topic without expressing a personal opinion.

This type of essay or article provides relevant facts and figures but does not include his opinion. This is one of the most common types of writing. You will see it time and time again in textbooks and guide articles. The author only discusses certain topics, such as how to do things.

b) Descriptive

Descriptive writing focuses on conveying details of characters, places, or events. Descriptive writing focuses on conveying details about characters, places, or events. The main purpose of descriptive writing is to explain or describe. It is a writing style that emphasizes great detail on characters, places, or events. It can be poetic when the author takes the time to be very specific in describing.

The key point of descriptive text: they are often poetic and describe places, people, events, situations, or places in great detail.

c) Persuasive

Persuasive writing tries to draw people around you from a certain point of view. Persuasive writing tries to get the other person to understand your point of

view. The main purpose of persuasive writing is to convince. Unlike expository writing, persuasive writing contains the opinion and bias of the author. Persuasive writing includes thinking and reasoning to convince others to agree with the author's views. It is often used in complaint letters, advertisements, affiliate marketing promotions, newspaper opinions, editorial sections, and cover letters.

d) Narrative

A narrative tells a story. There are usually characters and dialogues. A narrative tells a story. The main purpose of writing a story is to tell a story. The author creates different characters and describes what happens to them (sometimes the author writes from the point of view of one of them). characters - this is called first-person narration). Novels, poems, short stories, and biographies all fall into the narrative writing style category. In simple terms, fiction writing answers the question, "What happened then?"

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

In K13 Junior high school students have to write different types of texts. In junior high school, descriptive text should be taught. Descriptive text is a text that describes certain things, people, events, or animals (Gerot & Wignel, 1994).

According to Husna, at all (2013), descriptive text is the text that the writer tries to describe what he is describing. Descriptive text is completely different from other types of text. Descriptive text is text that describes something using a careful selection of details to impress the reader. Then, descriptive text is usually in the simple present. Teachers need to make learning how to write descriptive texts more interesting.



In addition to describing objects and people, this descriptive text also expresses feelings. Emotions can also be expressed as feelings such as joy, sadness, fear, and loneliness, (Wishon and Burk ,1980).

In addition, descriptive text can make readers or listeners imagine that it is written by the author. It is figurative language that allows readers to describe anything using their senses and conveys the main impression of a person, place, or event (Martin & Kroitor, 1980). According to the description given above, descriptive writing is defined as a text that describes something in a way that readers can understand through the senses.

Physical and emotional descriptions are included in place description, Knapp and Watkins (2005). Additionally, descriptions of objects or people connected to a location are sometimes included. Providing comprehensive information in the text can increase their interest and understanding of the subject you are describing. Wishon and Burk (1980) argue that descriptive writing helps in understanding the text for both readers and listeners.

In addition, Oshima and Hogue (2007) argue that something that is seen, felt, felt, and heard, must appear when writing a descriptive essay because the description helps the reader imagine the object being described by the writer. According to Wishon and Burk (1980), descriptive text is a text that describes the appearance, smell, feelings, actions, and sound of an object in such a way that the reader can understand what is being described.

## **2. Types of Descriptive Text**

Most of the writing is a description. Types of writing that rely heavily on the descriptive language are as follows (Joyce Amstrong Carrel: 2001):

- a) A description of a person, place, or thing that includes sensory information to make the person, place, or thing seem real.
- b) The author's observation of the event is described in the observation. Events often take place over a long period of time.
- c) To promote tourism, travel brochures use informational language that is persuasive and factual.
- d) Character sketch showing the fictional character's appearance, personality, goals, and aspirations.

### **3. The Generic Structure of Descriptive Text**

According to Mukarto (2007), there are two main parts in descriptive text such as identification and description. The identification section explains the introduction of objects, places or people and explains the topic in general. The identifier usually appears in the first paragraph to let the reader know what will be explained in the next paragraph. Identification is the process of identifying the thing or event that is described. Descriptions describe parts or characters of an object (Rosa, 2008). Furthermore, two components will be described, namely part description, characteristics, and quality (Sudarwati & Grace, 2005). So, based on the above definition, identification is usually in the first paragraph and descriptive information in the following paragraphs describes the properties of the object.

For example:

**Table 2.1 The Generic Structure of Descriptive Text**

<b>My Father</b>	
<b>Identification</b>	Jessica tells about her father in front of the class. Her father is Mr. Rafi. His complete name is Rafi Alandra. He lives in Bandung. He is a doctor and he works in Dr. Soetomo Hospital.
<b>Description</b>	His father is 39 years old and he is tall. He is about 174 cm tall and 75 kg in weight. He likes playing football. He has black wavy hair, fair skin, a pointy nose, and he has round and brown eyes. He is kind, patient, and friendly. So, many people like him.

#### **4. Language Features**

In descriptive text, language features contained four main features. Gerot and Wignel (1995) also stated that the grammatical characteristics of descriptive text consist of four parts:

a) Focus on a specific participant

It means that descriptive text should focus on describing the current participant, such as 'my friend', 'my cat', and 'my favorite food'. It is recommended to make the text easy to conclude. It is also possible for readers to focus on the topic.

b) Simple present tense

Simple present tense is one of the commonly used tenses in writing descriptive text. This tense describes a habit activity. It is also used to explain a general statement of fact action. Azar (2003) stated that there are several simple forms of present tense and present progressive, such as:

**Table 2.2 Simple Present Verbal Formula**

The Patterns of Simple Present Tense		Example
(+)	Subject + V1+ S/ES+O+Adverb	She goes to school every day
(-)	Subject+DO/DOES+NO+V1+S/ES+O+Adverb	She does not go to school every day
(?)	DO/DOES+Subject+V1+O+Adverb?	Does she go to school every day?

**Table 2.3 Simple Present Nominal Formula**

The Patterns of Simple Present Tense		Example
(+)	S+ to be (is, am, are) + N/Adj/Adv	I am a singer
(-)	S+ to be (is, am, are) + not +N/Adj/Adv	I am not a singer
(?)	To be (is, am, are) + S+ N/Adj/Adv	Am I a singer?

c) The use of noun phrases

It means that when visualizing the characteristics of the subject or object, the writer must arrange the present noun phrase as follows: “My sister has beautiful hair”. From the previous example, beautiful denotes an adjective, hair denotes a noun. Nouns that are followed by an adjective can be called an adjective phrase.

d) The use of auxiliary verb

Including the use of possession such as has or have. Each subject uses different ownership, and has belonged to she, he, and it. while have belong to I, you, they, we. "Ari has a big house"

- e) The use of thinking verb

It includes the use of to be (is, am, are) in writing nominal sentences. It is used to connect the subject and the complement. Example:

"He is my brother".

### **C. Genre Analysis**

Genre analysis is one type of discourse analysis. Which is used to analyze the genre of spoken and written texts. To analyze genres, it focuses on the notion of texts in genre theory that will be similar or different depending on the classification between genres. To sort out these different taxonomies, research has succeeded in distributing the most important linguistic and rhetorical features within certain genres (Hyland, 2005).

### **D. Previous Studies**

The first research is a thesis written by Rianda (2020) entitled "The Ability of the Second-Year Junior High School Students in Writing Descriptive Text" this study employed mixed-method research that was quantitative and qualitative. The purpose of this research is to find out the ability of students in the second grade of SMPN 04 Sigli in writing descriptive text, and to find out the difficulties faced by students in the second grade of SMPN 04 Sigli in writing descriptive text. The problems most students faced were grammar and vocabulary with a total mean of 76 and 81. Regarding students' ability to write descriptive text, the results of the questionnaire showed that most students agreed that they difficulties in grammar and vocabulary, with an average of 2.96. This shows that teachers can improve their teaching skills in descriptive text in an interesting way.

The second research is a thesis written by Khoiri (2020) entitled "An Analysis of Students' Ability in Writing Descriptive Text at Eight Grade of SMP Unismuh Makassar" with a descriptive research method. The purpose of the research was to determine the student's ability in writing descriptive text in seventh-grade students of SMP Unismuh Makassar. The results of the analysis show that 17 students of class VIII B2 at SMP Unismuh Makassar are still low in writing descriptive text. This was shown by the test with a mean score of 47.27. And the vocabulary score is 59, the mechanical score is 41 and the organizational score is 43.

Based on several thesis findings, the first study focused on students' ability to write descriptive text on content, organization, grammar, vocabulary, and mechanics using quantitative and qualitative methods. The second researcher focused on students' ability to write descriptive text about vocabulary, mechanics, and organization using descriptive methods. In this study, the researcher used a qualitative method with the research subject of class VIII students at MTsN 2 Kediri (MTsN Kanigoro) and focused on students' writing skills in writing descriptive text about the content, organization, grammar, vocabulary, and mechanics.