

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theory related to the research. Theory review consists of four major sections such as concept of writing, students' difficulties, definition of descriptive text, elements of writing a descriptive text.

A. Writing

Writing is media of communication that can help us to have good socialization, we can express our idea, feeling and our opinion through written language. According to Brown (2001) "Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Some of students think that writing is the most difficult skill in English language.

According to Nation (2009:113), Writing is an activity that can usefully be prepared for work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into production. Writing is also considered an indicator of the students' success in learning the English language. Writing is a productive skill, it also helps the students to develop their ability in expressing what they feel and think, writing, speaking, and listening are communication skills that important in all subjects in the curriculum.

According to Erisda learners will find the difficulties to write because calling a fresh idea comes to mind, developing a topic from that idea, and choosing sentences that can each other are not easy to do (Erisda, 2017). Some

students have difficulty in structure and grammar and also they are poor in vocabulary, other have problems with the mechanical aspects of writing, such as punctuation and spelling. Brown (2001) and Harmer (2006) argued that writing is exploring ideas and organizing of the ideas. Exploring ideas includes vocabulary, interviewing someone, and discussion. Writing is one of the important language skills that have to be acquired by English as Foreign Language (EFL) students. Writing is an instrument to express thought, feeling, opinions and ideas about certain experience.

Nunan (2003) stated that writing is a process of thinking to invent ideas, thinking about how to express ideas in good writing, and arranging the ideas into statements and paragraphs clearly. Writing is one of the language skills which is important for students to acquire well in order to master English. Not only has writing a significant role, especially in communicating in society, but the ability to write has also become an important skill in students' life.

Furthermore, Based on Harmer (2004) "Writing is often not time bound in the way conversation is, when writing Students frequently have more time to think than they do in oral activities. They can go through what they know in their mind and even consult dictionaries, grammar books, or other reference material to help them".

1. Purpose of Writing

Three purposes in writing as described in national assessment:

- a) Informative writing, to share knowledge and give information direction, or ideas.

- b) Expressive/narrative writing, is a personal or imaginative expression in which the writer produces stories or essays, this type of writing is often based on observation of people, objects, and places and may include creative speculation and interpretation.
- c) Persuasive writing, writers attempt to influence others and initiate action or change, this type is often based on background information, facts, and examples the writer uses to support the view expressed.

2. **Process of Writing**

The technique in writing will focus on the process of writing. The purpose of the process of writing is to make the writer become a better writer, different writers use different ways in the process of writing, the process of writing involves several steps or phases. The explanations about six common components of the writing process are as follows.

First process in writing is inventing. Inventing is any activity that involves the writer in discovering and generating about what we want to say. It can take place at any time, even during drafting, reading, talking, thinking. To examine a topic are some examples of inventing activities.

Second process is planning, the activity by which a writer tries to determine how to say what he wants to say. Individual writers do plan differently. Some plan as they invent, some plan as they draft and revise, However, every writer must determine in some way the form that his final text will take.

Third is drafting, to produce a first draft, all writers, whether skilled or not, require certain implements, pencil, paper, they both have done enough preliminary inventing and planning to have a fairly detailed conception of what they want to say and how they think they want to say it. The writers translate their thoughts and ideas into sentences and paragraphs. After inventing, planning and drafting, the fourth process is revising.

Revising is rethinking and changing the text-possibility changing the introduction or paragraph and several paragraphs. Revising involves adding new writing, or cutting out writing. The last process is editing. It is polishing a piece of writing by making word-level changes in spelling, mechanics, usage, word, choice and so on. Editing gives the writer one last opportunity to inspect the piece and determine whether it meets their standards.

3. Criteria of Good Writing

According to Harmer (2004;4) the process of writing has four steps, they are: planning, drafting, editing, and final version. In planning, before start to write, the writer will try and decide what it is they are going to write. for some writers this may involve making detailed notes, when planning, writers have think about three main issues.

In the first place they have to consider the purpose of their writing, second is experienced writers think of the audience what they are writing it. For the last, the writers have to consider the content and the structure. In drafting, the writers write down on paper what ideas that they gets from their mind. The writers can refer to the first version of a piece of writing as a draft. As the

writing process proceeds into editing, a number of drafts may be produced on the way to the final version. In editing (reflecting and revising), when writer have produced a draft they usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear, something in written is ambiguous or confusing.

Reflecting and revising are often helped by other readers who comment and make suggestions. In the final version, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may be considerably different from both the original plan and the first draft, because things have changed in the editing process.

4. The Component of Writing

The good writing skill can be analyzed to group and varied skill. Heaton in Andi Evan (2013:8) divides component of writing into five main areas, the content, organization, grammar, vocabulary and mechanics.

1) Content

The content of writing is about the ability to think creatively and develop thought, excluding all irrelevant information. It should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and related to that idea of the topic sentences. If a writer wants our writing unified, we should not include the sentences that do not support the main idea of the topic sentences.

b. Completeness

Writing is said to have completeness if the main idea have explained and develop fully completeness. The controlling idea with develop throughly by these of particular information. It is relative to know how complex or general the topic sentence by having a complete writing.

1) Grammar

Grammar plays an important role in the writing, it governs utterances that we produce to be right and orderly. Therefore it also has great influence on the quality of writing. In order to have a good grammar in writing, writer should pay attention to the use of grammatical rules concerning tense, etc. The lack of good grammar will make the content of writing vague and can make misunderstanding, for example when you use of the tenses.

2) Vocabulary

Vocabulary is one of language aspects dealing with the process of writing. The writer always thinks about how to put the words into sentence and paragraph until they can create a piece of writing. The students can't write or to express their ideas, if they don't have vocabulary, they have a lack of

vocabulary will be difficult to compose what they are going to express. Therefore, they can't understand the writing passage without having a lot of vocabulary but appropriate words will help writers to compose writing.

3) Organization

Organization is the ability to get ideas for topic which is relevant in a united form. On the other hand, it concerns with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways to process of organization for writing involves coherence, order of importance, general to specific.

4) Mechanics

The mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand to recognize immediately. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or the message in the writing descriptive text materials.

- Capitalization

The use of capital letters can clarify the ideas. Capital letters call attention to certain special work, as well as to words that begin sentences. There are specific rules for capitalizing words.

- Punctuation

Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.

- Spelling

It is very important rule to using in spelling appropriately. Using of spelling has three rules, they are suffixes addition such as in gerund or present participlan, plural formation, and the change of certain words.

B. Difficulties in Writing

According to Erisda learners will find the difficulties to write because of calling a fresh idea comes in mind, developing a topic from that idea and choosing sentences that can each other is not a easy to do (Erisda, 2017). Some students have difficulty in structure and grammar and also they are poor in vocabulary, other have difficulties with the mechanical aspects of writing, such as punctuation and spelling.

The difficulty is something that is not easy to do (Cambridge Dictionary, o p.423). In Merriam-Webster, the word difficult means “hard to do or make something”. While, according to the oxford dictionary. The difficulty is “a thing or situation that causes a problem”. Nasser (2019), says that students who write may face many writing difficulties and problems at different stages of learning. These can be linguistic, psychological, cognitive, and pedagogical.

The students feel difficulty in learning English because they do not understand the descriptive text. The students must do an effort to solve and understand about lesson given to master descriptive text. One way that can be used to find out students' knowledge of English is by analyzing the students' text/writing, some students may have difficulty with generic structure, grammar, and lack of vocabulary. Because they did not have skills in the

English language, others may have difficulties in the mechanical aspects of writing, such as punctuation, spelling, and capitalization.

Difficulties in writing can be devastating to a student's education. According to Heaton writing skill is complex and sometimes it is difficult to teach. Those are pre-writing difficulties such as the selection of a topic of writing: Organization difficulties and vocabulary difficulties, and technical difficulties such as grammar, punctuation, and spelling (Gumus, 2019).

a. Kind of difficulties in writing

According to Alfaki (2015) says there are some of kinds in difficulties.

1. Grammatical problem is students have problem with subject verb agreements, pronoun references, and connectors.
2. Problem of sentence structure students who have a problem of writing in a good sentences, the structures are unable to produce longer sentences requiring subordination and coordination.
3. Problem of word choice is good writing or composition should consist of an appropriate and varied range of vocabulary used along with proper grammar and a varied range of sentence structures. Writing in a second language using the right words in the proper place is a problem for students.
4. Problem of generic structure such as punctuation, capitalization, spelling, content and organization.
5. Problem organization is learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole

discourse and a theme in a discourse. The most common students problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately.

b. Problem in Writing

When the students write they always confuse what they want to write. The students have confidence about their writing as correct or any mistake, and also pour in the thought into written form is not easy. There are many problems in writing (Nurgiantoro:2001:298:299).

a. Lack of vocabulary

Vocabulary is an important factor to master the language especially in writing. We realize if we are not mastering the vocabulary well, of course the students will get difficult in writing. Most of students have problems, because they do not memorize vocabulary. So, they often write sentences which are not communicative. When they want to write something, they usually choose incorrect words in their composition.

b. Grammatical mistake

When a student tries to make a composition, they always confuse whether their sentences are grammatically correct or not. Generally most of beginner students do not master English grammar well. They just start to learn English, so their competence is still weak especially in grammar. It becomes a problem when they have to make a composition which consists of sentences.

c. Organizing ideas

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, students usually write the content which not suitable with the theme. Because the students get difficult in developing their idea and sometimes they do not know what they will write.

C. Descriptive Text

Descriptive text is a text that describes a person place, animal, or thing. According to Thommy (2008), description text has a function to give a clear description about something. It can be a person, thing, heppening, a place and situation, when we want to describe someone or something. Descriptive text, according to Emilia (2008:82), is a kind of text that has a purpose to give the information about something or someone. The writer should create an atmosphere so the reader involved in the text, writer shoulf show how a place that is described is importand in the text.

Similiar to Emilia, he context of this kind of text is the description of particular thing, animal, person or others, for instance: our pets or a person we know well. Description reproduces the ways things look, smell, fell or sound. It can be used to decrIBE the appearance of people and also to tell about the traits of character of personality. So, a descriptive text can be concluded as a text which gives the description or lists the characteristic of person, an animal, a place, a thing and else using words that appeal to the sense of sight, smell,

touch, and taste in order to that a reader can better visualize those being described or understand a sensation or an emotion.

According to Novita (2017) in her research, she state that the students showed that they have some difficulties in writing descriptive text. They are, generic structure, grammar and spelling. Object in detail (Novita, 2017). The students have to organize their ideas into good paragraphs, the students have to make their writing readable. Muhammad (in Nasser, 2018) states that the students many face many writing difficulties and problems at different stages of their learning.

a. Characteristic of Descriptive Text

There are some of characteristics in descriptive text that make it be different from the other text types. Tommy says there are the characteristics of descriptive text, as follow.

1. Descriptive text uses simple present tense in most of its sentences. It happens as description text talks about factual events. It means that description text presents reality so that readers will see the events in the same way.
2. Descriptive text does not need human participants unless it talks about somebody. It means that descriptive text focuses its presentation on the topic that is being described.
3. As the aim of descriptive text is to give a clear picture of a person, a thing, or a place, adjective words are important to show the condition that is being described. By using adjective words, we can give as much

information as possible about the topic of the text so that readers can obtain the message of the text well.

b. Structure of Descriptive Text

The generic structure of a descriptive text is identification and description. Identification is intended for the topic that it wants to describe. The description is the kind of writing that tries to a picture in the reader's mind. The description tells how something looks, sounds, taste, smell, or fell.

The general description has a generic structure that is identification and description. Identification is the introduction of a subject or thing that will be described and the description informs the character of the subject. Siahaan and Shinoda the structure of the descriptive text:

1. Identification is identifies a phenomenon to be described such as person, place, animals, and things.
2. Description is describes of parts, qualities, and characteristic of thing.

From the explanation, the researcher will conclude identification is telling the topic whereas description telling parts, qualities, size, and characteristic of thing. The example of descriptive text:

Identification	I have a toys. It is a doll, a bear doll, and I call it boby, boby bear is an American origin. My dad bought it as a present for my tent birtday anniversary last year.
Organization/description	The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the feels soft, because my boby

	<p>bear is a doll. I don't need to feed it. I wash it at laundry at least once a month. Every night boby accompanies me sleeping. When I am at school, boby stays in my bad. Bobby bear is really nice, adorable, and charming toy, I really love my boby bear very much.</p>
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c. Language features of Descriptive text

The language features of a descriptive text are as follows (Utam, 2013:31):

- a) Use of particular nouns
- b) Use of detailed nouns groups to provide information about the subject
- c) Use of a variety of types of adjective
- d) Use of thinking and feeling verbs to express the subject or to give an insight into the subjects' thought and feeling
- e) Use relating verbs to provide information about subject
- f) Use of adverbials to provide more information about this behavior
- g) Use of similes, metaphors and other types of figurative language, particularly in literary description.

d. The Structure of Descriptive Text

According to Mukarto (2007, p.140) there are two main parts in descriptive text such as identification and description. Identification part describes about general of the topic and introduction of the thing, placr or people. Identification usually stated in the first paragraph to inform the reader

what to be described in the next paragraph. Rosa (2008) said that identification is one of the generic structure of descriptive text which will give the information about the object that will be described.

Kane (2016) stated description is sensory experience that the reader can feel, tasted, looks and hears the writing well. Thus, descriptive is a part which describes about something in detail, for example about physical appearance, characteristics, quality and general behaviour of thing, people or place. Physical appearance such as person's style, hair, body and all thing which is looked with naked eyes at someone.

e. Elements of Writing a Descriptive Text

Writings are some elements that are very important to be acquired by writer in order to produce a good and concise writing product.

1) Grammar

Grammar is the structure of a language. According to Cohill and Magendanz (2003, p.16), "Grammar is the rules that determine its structure. Grammar determines how words are place in meaningful units." Grammar is the part of the study of langauge which deals with forms and structure if word, with their costmary arrangement in phase and sentence.

2) Vocabulary

Webster (2003, p. 221), "Vocabulary is a set of words or phrase that are used for oral or written communication. Therefore, most of the vocabulary plays an important role in language development and improvement. Without

having a lot of vocabulary, no one can communicate effectively and express ideas verbally and in writing.

3) Mechanics

The writing mechanics consists of grammar, spelling, punctuation, and usage for expressing yourself in writing. Oshima (1997, p.10) divides mechanics into three parts: uppercase and lowercase, punctuation, and spelling. Capitalization is the use of capitalization in writing to inform the reader that a new sentence is about to begin.

Punctuation marks include outer and inner characters. External grades consist of points, question marks, and highest points. Internal characters such as commas, semicolons, colons, quotation marks, brackets, hyphens, apostrophes, hyphens. Punctuation marks tell the reader where one paragraph ends and the next paragraph begins. Spelling is the formation of the correct word from a single letter.

D. Review of Previous Studies

Related previous studies are first. "An analysis of students' difficulties in writing descriptive text" conducted by Ismayanti & Kholiq (2020). The research used a qualitative descriptive methods, the research subjects are X MIPA 6 of SMAN 1 Sukodadi who had difficulties when writing descriptive text. The reseach used documentation and interview to collect the data, the result of this research shows that the studentsof X MIPA 6 have difficulty in writing descriptive text, the difficulties are in generic structure, grammar and spelling. The factors the students difficulties in writing descriptive text are lack

vocabulary, lack of knowledge relating to the subject of contents the script to written.

The second study was conducted by Dila (2018) the title is “The Problem Faced By Students In Writing Descriptive Text In Individual Work And Group Work At Eighth Grade In SMPN 1 Tinggimomcong”. The data was collected by using instrument. The instrument was writing test to find out the students problem to writing descriptive text in individual work and group work. This research used a qualitative descriptive research method. The result of this research shows that the students in writing descriptive text in individual works have problem and group work. Many students were confused how to arrange the words in writing descriptive text.

The third study was conducted by Yesika Johannes (2021), the title was “Analyzing Difficulties In Writing Descriptive Text Of Grade Ten Students At SMA Negeri 3 Tana Toraja”. This research used qualitative method research design. Many students have difficulties in writing descriptive text, the students have difficulty of lack of vocabulary, in mechanics especially in punctuation, capitalization, and spelling. The students have difficulty in generic structure and grammar.

The last study was conducted by Cut Santi Novita (2017), the title was “An Analysis Of Students’ Ability And Difficulties In Writing Descriptive Text (A Study At SMA Negeri Bunga Bangsa, Nagan Raya). The research used qualitative research method in this study. Many students have difficulties in

writing descriptive text, some of students difficulty in grammar, vocabulary, generic structure and spelling words.

The researcher takes the similar problem with the previous studied by the difficulties of writing descriptive text. In this research used descriptive qualitative research, there are differences of this research from object of study and place of the researcher will observation. The researcher focuses at VIII H students in SMP 2 Pare. Many students have difficulties in descriptive text, the students do not understand in descriptive text material, lack of vocabulary, grammar, and generic structure.