# CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher uses articles, journals, and books that related to support the research. The researcher discusses writing, descriptive text, language feature, and error analysis.

A. Writing

1. Definition of Writing

Writing is considered a difficult skill than other skills (speaking, reading and listening) which needs the ability to compose the correct sentences. Writing is a type of communication to express our ideas, exchange information, and share knowledge. According to (Brown, 1993) "writing is essential in our lives and as a communication act that transmits information and connects people together." Related to the opinion, Raymond (1980) emphasizes that writing is more than just a means of communication, it is both a style of remembering and thinking. Writing makes words permanent, expanding our collective memory from the relatively little store that we can recall and pass on verbally to the endless capacity of a contemporary library. It can be summarized that writing improves people's life about new ideas and information. People forget spoken knowledge in a split second, but writing it down makes it permanent. Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not

only lie in creating and organizing ideas but also translating the ideas into readable writing. It indicates that in writing, one opinions, expresses ideas, feelings, or experiences that can read into written form in order to improve his writing ability. He should organize his thoughts into words, phrases, clauses, and paragraphs thus his work may be readily understood and read. Writing also means to write something that is involved several steps or stage. It can be started from prewriting which is made as the first idea that will be arranged composing which is made to make a good paragraph/text and rewriting which is done to rearrange the sentence to be a good paragraph. White and Arndt 1991 (in Harmer, 2002:258) states that "writing is pre-writing; revision – searching the new ideas - is crucial to the act of generating words. Process of writing showed diagrammatically:
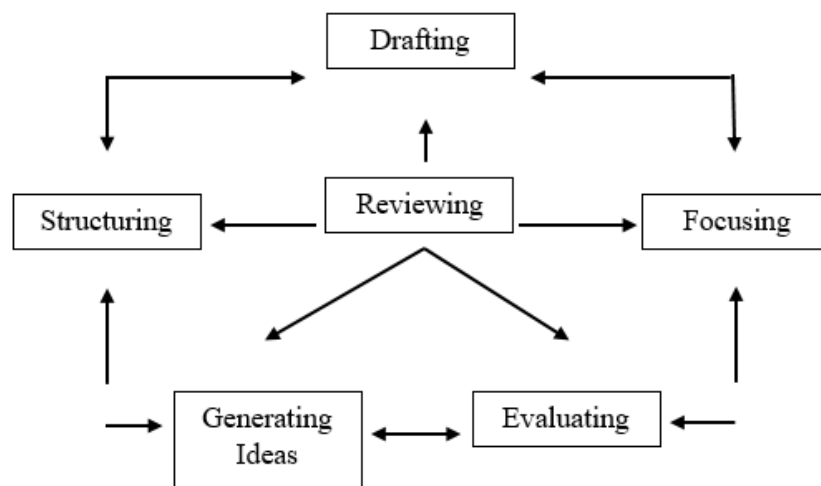
Figure 2.1. Process Writing (White and Arndt, 1991)

Since writing is a form of thinking using the written words, it takes many times for the students to develop their ideas into meaningful text. A process approach, in its most basic form, encourages students to analyze the process of

putting together a strong piece of work. According (Harmer, 2002:257) "there are various factors that must be considered in the writing process, such as language use (linkers, grammar, and vocabulary), punctuation and layout, spelling, redundant use of words and/or information, determine the material for each paragraph and the order the paragraph should go in, making a list of various ideas, selecting the greatest ideas to include, writing a clean copy of the revised version and writing a rough version. It indicates that writing is a difficult process that combines a number of various parts, particularly for students, and that it takes a long time to generate ideas and finish written works.

2. Genres of Writing

According Nami (2015) in Gloria (2019) writing has some genres that students should know. They are:

1. Procedure

   Procedure is a text that aims to explain how something is done or completed with a sequence of actions.

2. Expository

   Expository writing's main purpose is to explain a concept or idea while including details for support. It is based on a subject and requires facts.

3. Persuasive

   Persuasive writing is commonly found in the form of articles and essays. It also uses specific details and examples to back up its

claims; however, persuasive writing does not rely too much on facts.

4. Recount

Recount text contains the sequence of events. In recount text, the sequence of texts made must be in chronological order.

5. Report

Report text is written to provide information about an event or situation. Information written in this type of text is usually the result of observation and analysis.

6. Descriptive

Descriptive is a text that contains an explanation or description of something clearly and in detail. This style employs more adjectives and adverbs, as well as figurative language and imagery.

To provide descriptive text in detail that allows the reader to visualize the scenery and events in their minds.

7. Narrative

Narrative is the telling of a story or event. The goal of narrative writing is to entertain the reader; however, rather than trying to entertain the reader with the beauty of its language, the writer is attempting to tell a story.

B. Descriptive text

1. Definition of Descriptive Text

Knapp & Watkins (2005) as cited in (Mukarromah & Suryanto, 2021) Descriptive text is a kind of genre text to describe a subject such as describing a person, a place and a thing. Descriptive text is text to explain the characteristics of people, places, animals, and things. Nurmansyah (2009) as cited in (Ardiana, 2017) stated that descriptive text is basically has functions to give information; the social context of this text is to describe a specific thing, animal, or human being. Similarly, (Pratiwi et al., 2019) stated that descriptive text is describing the characteristics of a specific thing. It can be concluded that descriptive text is a text to describes the detailed and specific about something or someone. In addition, According to Thommy as cited in (Diana, 2021), descriptive text is a kind of text that is used to describe a specific object by giving the reader some clues which are appropriated. To make the reader accept the clues, the writer should represent a noticeable object. It is also necessary to observe and reach specific details that are appealing to our readers' senses. Description develops the reader's imagination to draw a person or an emotion. It means that the description assists the reader in properly obtaining information about the object. As a result, the reader can already correctly guess the discussed object.

2. **Types of Descriptive Text**

There are some types of descriptive text that can be learn by the students Wishon and Burks as cited in (Diana, 2021) classify the descriptive text into two main types:

a. Descriptive text of place

A descriptive text of place is describing about the place look like such as situation and condition of the place. In writing descriptive text of place the sentences should arrange properly. The description of the idea should be good organized so that the reader can imagine the idea being described clearly.

In descriptive text, divided into two parts identification and description. Each parts consists of different information. In identification part, the information as follow:

 a) Name (town, city, construction, and so on)

 b) The privilege of the place, the fame of the place

In addition, in descriptive part the information as follow:

 a) General features (location, facilities, etc)

 b) Physical features (color, size, age, etc.)

 c) Feelings or impressions of the place. For example, tourists are fascinated by the charm of the building. Comments, feedback or recommendations for visiting in the place. (Kautzer et all., 2003:22)

In writing descriptive of place, it should contain of the identification and description section above.

b. Descriptive Text of Subject

A descriptive text of subject is describing subject look like. Here, the writer mentions three of subject

 1) Descriptive text of person

In describing a person, it is focus on the characteristics, physical, and personality of someone. Also, daily activities of a person can be describing. In descriptive of person, it does not always use simple present tense. Usually use simple past tense when describe about the history of the subject.

In descriptive text, divided into two parts identification and description. Each part consists of different information. In identification part, the information as follow:

a) The person's name, job/occupation/profession or career.

b) What are privilege/interesting from the person

Meanwhile, in description part the information as follows:

a) Physical appearance such as hair color, eyes color, skin color, weight, height, shape of nose, and so on)

b) Clothing. It includes how looks he/she dress, what she/he wearing.

c) Personality observations. It include behavior, habits, activity, and attitude. (Kautzer et all., 2003:22)

2) Descriptive text of animal

In describing the animal, the writer does not describe in general term but in specific or detail. If the writer describes

in general about the animal it is not descriptive text, but it is reporting text.

In descriptive text, divided into two parts identification and description. Each part consists of different information. In identification part, the information as follow:

    a) Using specific word to be describe phenomenon

    b) Describe about what kind/type of the object, and object's name

Meanwhile, in description part the information as follows:

    a) Physical appearance such as the color, shape, unit features (nose, fur, tail, ears, hair, skin, and so on)

    b) Texture such as (soft, hard, rough, Smooth, furry, heavy, and so on)

    c) Sound such as (noise, and what its sounds reminds of)

    d) Behavior

    e) Habit (Kautzer et all., 2003:22)

3) Descriptive text of an object

In describing the object, it describes about the color, and shape of thing look lie. In descriptive text, divided into two parts identification and description. Each part consists of different information. In identification, the part is about the

phenomenon of the thing and valuable parts of these objects.

Meanwhile, in the description part, the information is as follows:

    a) Appearances such as color, form or shape, and surface.

    b) Texture. It includes hard, rough, smooth, and so on

    c) Smell. It includes how smell makes feel, and what it smells like.

    d) Sound. It includes noise or deserted. (Kautzer et all., 2003:22)

3. Generic structure

To make the descriptive text the students should know the rules of writing descriptive text that is using generic structure. The generic structures of descriptive text are identification and description. As stated by Shiahaan and Shinoda as cited in (Diana, 2021), the generic structure of the descriptive text can be explained below:

a. Identification

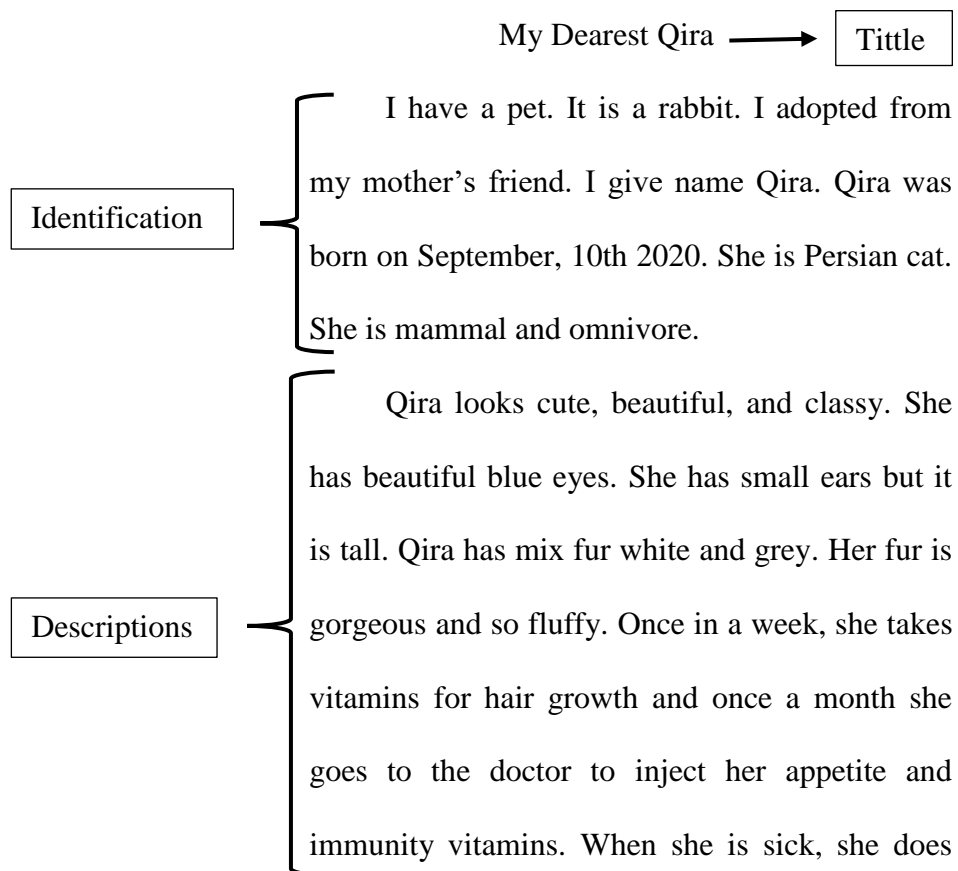This section has a function to identify or introduce what we will describe. This section is the initial section that will bring the reader to the main section. To be able to fulfill its function, identification should contain sentences indicating that we only describe certain objects or things. This section should limit that the topics to be discussed are not general matters
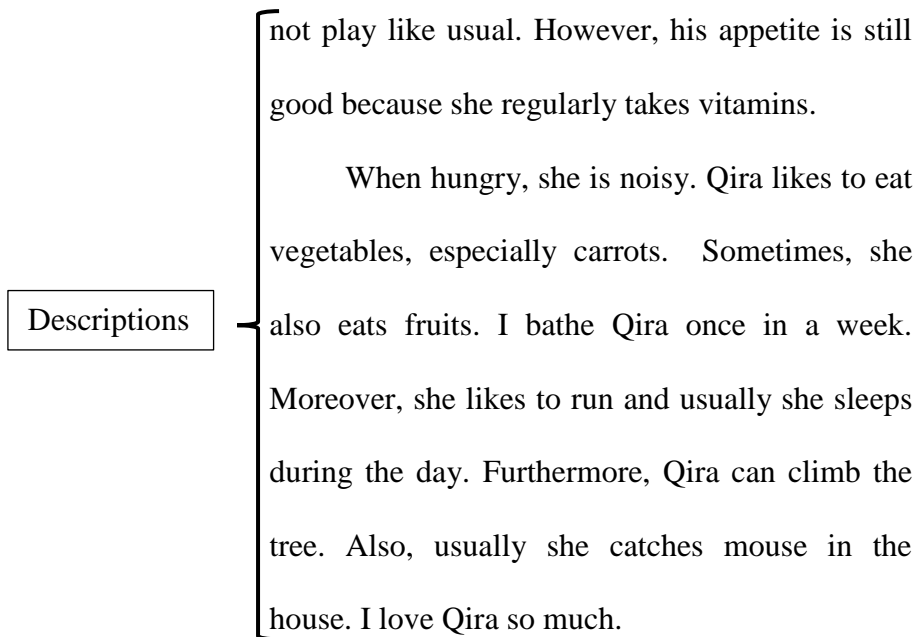
but are specific matters. The identification section will provide an initial description of what will be described.

b. Description

This section contains all the details about what has been introduced in the identification section. This section will contain the characteristics, physical form, color, quality, and other things that will provide a detailed explanation of the identification section. In addition, this section often includes the author's personal views which aim to add clarity and detail to the things described.

Example of descriptive text

My Dearest Qira ⟶ Tittle

Identification

I have a pet. It is a rabbit. I adopted from my mother's friend. I give name Qira. Qira was born on September, 10th 2020. She is Persian cat. She is mammal and omnivore.

Descriptions

Qira looks cute, beautiful, and classy. She has beautiful blue eyes. She has small ears but it is tall. Qira has mix fur white and grey. Her fur is gorgeous and so fluffy. Once in a week, she takes vitamins for hair growth and once a month she goes to the doctor to inject her appetite and immunity vitamins. When she is sick, she does

Descriptions

not play like usual. However, his appetite is still good because she regularly takes vitamins.

When hungry, she is noisy. Qira likes to eat vegetables, especially carrots. Sometimes, she also eats fruits. I bathe Qira once in a week. Moreover, she likes to run and usually she sleeps during the day. Furthermore, Qira can climb the tree. Also, usually she catches mouse in the house. I love Qira so much.

From the example above, it can be seen that the first paragraph is identification. In identification, it is described about phenomenon, Qira. Then, the next paragraph is description. It indicates that the text describes about the characteristics, behavior, habit and appearance of the subject.

C. Language Features

Merriam-Webster's Collegiate Dictionary (2003, p. 699 in Brown, 2007) stated that "language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings." It means that language is a communication tool for human life. In writing, language feature is characteristics of language. According (Emilia & Christie, 2013) Language features are characteristics associated with specific types of grammatical rules and vocabulary. Similarly, Knapp and Watkins (2005) stated that language features are the elements that distinguish one text type from another. Language features are the characteristics that should exist in a text so that

readers can tell what type of text they are reading. Each genre of text has different language features. One of those genres is descriptive text. In descriptive text language features are follows; specific participant, adjective, auxiliary verb, action verbs and simple present tense.

1. Specific Participant

   Has a certain object, is not common and unique (only one), for example, "my family, Bali Island, Pangi Beach"

2. Adjectives

   Adjective is describing noun. For example, "Pangi is a beautiful beach, my dress is gorgeous".

3. Auxiliary Verbs

   Auxiliary verbs contains of the ownerships has and have and tobe is, am, are. Has for subject (he, she, it) and have for subject (I, you, we, they) meanwhile tobe is for subject (he, she, it), tobe are for subject (you, we, they) and tobe am for subject I. For example, "She has a doll", "I have a car", "I am diligent", "he is boy".

4. Action Verbs

   Verbs that indicates activity. For example, "walk, catch, cut, take, run, scratch, make etc." For example, "my cat always scratch sofa", "my father walk in morning".

5. Simple Present Tense

   Descriptive text use simple present tense. Simple present is tense express simple sentences in our daily activity, habitual and facts.

Pattern (Verbal Sentence)

(+) S + V1 (s/es) + Object

(-) S + not + V1 + Object

(?) Do/does + S + V1 + Object

Example

I.   (+) I climb mango tree

    (-) I don't climb mango tree

    (?) Do you climb mango tree?

    Yes, I do

    No, I don't

II.   (+) She eats banana

    (-) She doesn't eat banana

    (?) Does she eat banana?

    Yes, she does

    No, she doesn't

Pattern (Nominal Sentence)

(+) S + to be (is, am, are) + ANA

(-) S + to be (is, am, are) + not + ANA

(?) to be (is, am, are) + S + ANA

Example

I.   (+) You are handsome

    (-) You are not handsome

    (?) Are you handsome?

Yes, I am

No, I am not

II.   (+) I am hungry

(-) I am not hungry

(?) Am I hungry?

Yes, I am

No, I am not

III.   (+) She is diligent

(-) She is not diligent

(?) Is she diligent?

Yes, she is

No, she isn't

D. Genre Analysis

1. The Nature of Genre

The term 'genre' is most familiar as it is used in traditional literary studies. Students need to understand genre in communication because it contains linguistic implications that students must be aware. In rhetoric, media theory, literary theory, and, linguistics, genre refers to a distinct type of text (Chandler, 1997). Cooper (1990) defines genre as a type or category of text. It means that genre is kinds of text. Genre refers to different types of social activity enacted through different 'texts' spoken or written. A genre comprises a class of communicative events, the members of which share some set of communicative purposes. (Swales 1990:58). Related to the opinion Tien (2009) genre refers to

written text that is categorized based on its shared communicative purpose and formal textual features such as generic structure and language features. Systemic functional linguists (e.g., Knapp and Watkins, 2005; Hammond, Burns, Joyce, Brosnan, and Gerot 1992; Derewianka, 1990; Gerot and Wignell 1994) describe these elemental genres in terms of social functions, generic (schematic) structures, and specific lexicogrammatical features. These descriptions look at the options available to language users for achieving their specific goals.

Every genre differs from others in several ways: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. (Martin 1989) discusses several types of writing, including report (impersonal account of fact), description (personal account of imagined or factual events and phenomena), recount (stories about the writer's own experiences), and procedure (objective account of process taking place in the world around the writer generalize experience).

In explanation above, the writer conclude that genre is kinds of written text that is organized by its own features. The features are generic (schematic) structure, communicative purposes, and language features.

2. Genre Analysis

Genre analysis helps us to learn more about communication in various spheres of life and the social roots of writing. It provides a tool for the investigation of all characteristics of written texts. Genre analysis as a method and tool of investigating various forms of communication. (Yakhontova, 2018) stated

that genre analysis is a research procedure of analysing all aspects of the samples of a particular genre with three major purposes: 1) to understand the social contexts in which genres occur, 2) to reveal the typical patterns of organization (compositional structures) and language features of the texts of a genre in question, 3) to explain how social factors influence the structure and language features of the textual realizations of a particular genre. According to Swales (1990) Genre analysis is the procedure that reveals:1) communicative factors which influence genres; 2) rhetorical structure of their texts. Genre analysis describes the way in which texts are structured and organized (Hopkins & Dudley-Evans, 1988) as cited in (Aslam & Mehmood, 2014). Genre analysis can be defined as the way a text is organized.

According to (Hyland, 2009) genre analysis seek to:

a. Identify how texts are structured in terms of functional moves

b. Identify the features which characterize texts and help realize their purposes

c. Examine the understandings of those who write and read the genre

d. Discover how the genre relates to users' activities

e. Explain language choices in terms of social, cultural and psychological contexts

f. Provide insights for teaching language.

Based on the explanation above, the writer concludes that genre analysis is a method of analyzing the genre of texts based on some of their main features.

E. Error Analysis

1. The Nature of Error

An error is a wrong situation of something. Students in EFL make numerous mistakes when writing, reading, speaking, and listening in English. So many mistakes are made by EFL students, especially in writing. Learners frequently make mistakes and errors while developing skills. Learners typically make mistakes when they are unfamiliar with grammar rules, appropriate words, or sentences. When they make errors, correct or incorrect sentences, and free utterances, it may reveal information about what is going on in their minds. Thus, making mistakes is an important aspect of gathering information, whether it is due to grammatical errors or slips of the tongue in spoken or written language.

It is important for understanding the distinction between mistakes and errors because they are technically distinct terms. According to Edge (in Harmer, 2002) stated that mistakes are classified into three types: "slips" (mistakes that students can correct themselves once they are pointed out), "errors" (mistakes that they cannot correct themselves and thus require explanation), and "attempts" (mistakes that a student attempts to explain but does not yet know the correct way to describe). An error is a deviation from a native speaker's adult grammar that reflects the learner's interlanguage competence. When learners make mistakes

because they do not understand the rules of the target language, this is referred to as competence error. They will not be able to correct the errors quickly on their own. They require direction in order to correct their mistakes. They may also make the same mistakes from time to time.

It can be concluded that errors and mistakes are different. Mistakes are incorrect uses of language because the user is unaware of the errors he makes despite knowing the correct form of its rules. While errors are common in second language learning, they can be corrected by the user without the assistance of others. The user may be unaware that he has made an error and requires assistance from another person to correct it. It could take some time to correct the error.

2. The Definition of Error Analysis

Error analysis is an activity that compares errors made in target language and itself to reveal the learning outcomes achieved by learners in developing interlanguage system in writing and speaking. Richards (1971) stated that "error analysis is the study of errors made by foreign and second language learners". Error analysis can be used to determine how well a person knows a language, how well someone learns a language, and to gather information on common difficulties in language learning as an aid in teaching or in the preparation of teaching material. Moreover, Brown, (2004) cited as Sasmiasih (2014) "Error analysis is defined as "the process of observing, analyzing, and categorizing deviations from the rules of the second language in order to reveal

the systems operated by the learner." From the definition above, the researcher concludes that "error analysis is the study of mistakes made by students about the common difficulties that a person faces in writing English sentences".

3. **Types of Error**

Dulay et al., (1982) classify four types of error based on Surface Strategy Taxonomy

1. Error of Omission

An omission error is defined as "the absence of an item that must appear in a well-formed utterance."

For example, *"Chio is clever student"* there is missing article 'a' and should be *"Chio is a clever student"*

2. Error of Addition

Addition errors are distinguished by the presence of an item that should not be present in a properly formed utterance.

There are types of error addition, as follows:

a. Double Markings

This error occurs when certain items that are required in some linguistic constructions are not deleted.

Example, "Ciro didn't went home" that should be "Ciro didn't go home"

b. Regularization

Regularization errors are errors that occur when "a marker that is normally added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker."

For example, "Apples instead of Apple"

c. Simple Addition

All addition errors are characterized by simple addition errors. It is the use of an item that should not appear in properly formed utterances.

For example, "Mices doesn't live in the water" it should be "Mice doesn't live in the water".

3. Error of Misformation

Misformation errors are distinguished by the use of the incorrect form of morphemes or structure. It occurs when a learner provides information that is incorrect.

For example, "I like playing football on school" it should be "I like playing football in the school".

4. Error of Ordering

Misordering errors occur when a morpheme or group of morphemes is incorrectly placed in an utterance.

For example, "I don't know what is that" it should be "I don't know what that is".

F. Relevant Studies

The first study is thesis written by Gloria (2019) entitled "An Error Analysis of Language Feature on Students' Descriptive Text Writing at Seventh Grade of SMP Katolik Tanjungpinang" the method used by the researcher is descriptive qualitative. The objective of her research is to find out the errors on language feature and to know the dominant errors on language feature made by seventh grade students of SMP Katolik Tanjungpinang in writing descriptive text. The results of this research show that each error has a different percentage. 11 points were found for a specific participant; those are errors of misselection and addition. In addition, error of adjective found 20 points; those are 12 points for error of addition and 8 points for error of misselection. Furthermore, the rarely errors made by students were action verbs, which were made by only two students. While, the errors that were often made by students were simple present tense. There are 120 points, namely errors of omission, errors of misselection, and errors of addition. This error was committed by 25 out of 29 students. It can be seen that almost all students did not understand the simple present tense correctly. Based on the result of her study, the researcher gives a suggestion for the teachers. The teachers should teach the students in more detail and focus on the basics of the English language, such as grammar.

The second study is written by Oktavia (2017) entitled "An Analysis of Generic Structure of SMAN 1 Tuntang" with the descriptive qualitative method. The aim of this study is to find out how far the students' mastery in making descriptive paragraph and to find out the problems faced by the students in term of

generic structure in descriptive paragraph for the first grade students in SMAN 1 Tuntang. The result of this study is almost all the students can write descriptive text with correct generic structure. Although the content does not connection. Students got 4 points in percentage 40%, students got 3 points in percentage 44%, students got 2 points in percentage 16%. Moreover, students' problem in term of generic structure is the students confused the section between identification and description. Sometimes the students placed description in identification. Then some of them resign sentences, there was obstacle in synchronize the title and the support sentences, and they used unrelated topic and content.

The third study is written by Kurniawan (2015) entitled "Generic Structure and Language Features of Descriptive Text written by Junior High School Students of SMP Islam Kalibaru" using descriptive qualitative method. This research way intended to analyze the pattern of the generic structure and language feature of descriptive text written by the high achievers of the eight grade students of SMP Islam Kalibaru. The findings showed that the students were able to organize identification of descriptive text, but they had problems in organizing description of descriptive text and apply simple present tense. The researcher suggested to the English teacher to improve their way teaching in writing especially in generic structure and language feature of descriptive text.

The fourth study is written by Yuniarti (2021) entitled "An Analysis of Students Ability in Writing Descriptive Text Based on Its Generic Structure at The Tenth Grade of SMA 3 Parepare" using descriptive quantitative. The aims of this study are to analyze students' ability in writing descriptive text, to identify

students' error in writing descriptive text base on generic structure and to identify the difference ability of students based on gender in writing descriptive text at the tenth grade of SMAN 3 Parepare. The result of this study is from 30 students have categorized into excellent with percentage 82,5%. Female have good ability and more understand about generic structure of descriptive text with percentage (73,3%) more than male (20%). Even though the students still not understand about stages of generic structure (identification and description). They write part of description in identification paragraph and vice versa.