

CHAPTER II

LITERATURE REVIEW

This chapter consists of several things, including: writing skill, descriptive text, and genre analysis.

A. Writing Skill

According to Nation (2009), 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 productive use. Writing is also considered as the indicator toward the student success in learning English. Since writing is 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 are important in all subject areas in the curriculum. This is because the students should be able to communicate in the target language in spoken and written language.

To make good writing, it needs to follow some steps. According to Harmer (2004), there are four steps of good writing, namely planning, drafting, editing, and final version:

1. Planning, before start to write, the writer will try and decide what it is they are going to write. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. The second is experienced writers think of the audience what they are writing for. The last, the writers have to consider the content and the structure.
2. Drafting, the writers write down on paper what the ideas that they gets from their mind. The writers can refer to the first version of a piece of writing as draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
3. Editing, 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 unclear, something in written is ambiguous or confusing. Reflecting and revising are often helped by other readers who comment and make suggestions.

4. In final version, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

B. Descriptive Text

1. Definition of Descriptive Text

According to Knapp and Watkins (2005), descriptive text is a type of text the writer or speaker uses to describe a particular thing, person, animal place, or event to the readers or hearers. The process of describing is done by ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can notice what the writer is writing about as if they could directly see it through their own eyes. Additionally, Dalman (2014) argues that descriptive text describes objects or events clearly, in detail, and makes the reader seem to feel or experience the object being described so that this text can be said to contain details of the object. According to Tarigan (2008), a descriptive text seeks to elicit from readers a shared understanding, enjoyment, and feeling of the item that the author is trying to convey. In other words, a descriptive text is a paragraph or text that gives the reader a clear and thorough consider of an object, place, or event while also evoking strong feelings in them. Describe and reveal a specific person, location, or object is the aim of descriptive text.

2. Generic Structure of Descriptive Text

According to Swales (1990), genre must have communicative purpose, stages, and linguistic features. It can be inferred that a genre has some features like communicative purpose, stages, and linguistic features. One of the genre characteristics is the occurrence of communicative purpose, that differentiate one genre to another. It was explained by Swales that “the principal criteria feature that turns a collection of communicative events into a genre is a share set of communicative purposes”.

Descriptive text also has its structure or stages, like other genres. Knapp and Watkins (2005) divides generic structures of descriptive text into two parts, namely identification and description:

- a. Identification, it is aimed at introducing and identifying a specific participant, such as a person, a thing, a place, an animal, and or an event. The function of identification is to introduce something that we are describing to the reader, so the reader can grasp the meaning of the text that has been created, and also there are no misunderstandings.
- b. Description, it describes that participant from its characteristics, appearances, personality, and habits or qualities such as person, place, animal or other things.

3. Characteristics of Descriptive Text

Descriptive text has special characteristics that distinguish it from other types of text. The following are the characteristics of descriptive text proposed by (Dalman, 2014), including:

- a. The contents of the description contain an explanation or details regarding a particular object, place, person, animal or event.
- b. Descriptive text involves the five senses (sight, hearing, taste, smell, and touch) in explaining an object or event.
- c. Descriptive text contains an actual picture of an object or event in detail so that it seems as if the reader can see and feel it.
- d. Use noun phrases
- e. Description generally reveals the physical characteristics of object, such as size, color, shape, and properties.
- f. Descriptive text also contains adverbs to add information.
- g. Focused on one subject or thing.

4. Linguistics Features of Descriptive Text

Regarding its linguistics features, Gerot and Wignell (1994); Knapp and Watkins (2005) state that descriptive text employs some linguistics features as summarized below:

- a. Focus on specific participants as the main character, such as (my teacher, layla's rabbit, my favorite place).

- b. Use present tense as dominant tenses, because it tells the fact of the object described.
- c. Use linking verbs or relational processes frequently, such as (is, are, has, have, belongs to) to classify and describe the participant's appearance or qualities and parts or functions.
- d. Use of descriptive adjectives, such as (strong legs, black hair, historical place).

C. Genre Analysis

Genre analysis means dissecting a text to understand how the text attempts to communicate its message. Martin (1985) defines genre as “a stage, goal oriented, purposeful activity, in which speakers engage as members of our culture. Culture seen in these terms can be defined as a set of generically interpretable activities”. From this statement there is an important thing conveyed by Martin, namely that the speaker uses language to accompany a statement that is culturally oriented towards goals and in doing so must use a genre.

Swales (1990) states that a genre consists of a communicative event whose members share a communicative purpose. This communicative purpose is recognized by members of the discourse community and this is the rational basis for the genre. This rational basis forms a schematic structure of discourse and influences the choice of content and style used. Swales also states that there must be a relationship between the purposes carried by the genre and the schematic structure of the genre, text or language used.

Swales also said that a genre has several features such as communicative purposes, stages, and linguistic features. The communicative purpose of this genre can differentiate one text genre from another. This can mean that communicative events can be included in the same genre, which can be determined by their communicative purpose. Swales also explains that the main criteria characteristic that transforms a collection of communicative events into a genre is a set of shared communicative purposes.