

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses theoretical frameworks that this current research underpin on about writing, types of writing, definition of descriptive text, generic structure of descriptive, the elements of descriptivetext and previous study.

#### **A. Writing**

##### **a. Definition of writing**

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is a process which is included some steps that must be considered by the students as the researcher such as planning, organizing, drafting, revising, and editing, in order to make their writing product can be understood by the readers (Kirszner, 2011).

According to Coulmas (2003) there are three meanings of writing can be distinguished. First, writing is a system of recording language by means of visible or tactile marks. Visible or tactile marks mean The researcher can see the product of their writing by using their eyes. Second, writing is an activity of putting the ideas. The ideas are very needed in writing. Good ideas can add knowledge or information for the reader. Third, the result of writings' activity is text. It means that writing is not only communicative skill but also productive skill that

can produce a text such as descriptive text, procedure text, report text and narrative text.

Besides, Weigle (2002) state “because of the constraint of limited second language knowledge, writing in a second language may be hampered because of the need to focus on language rather than content”. Writing skill is often needed to measure knowledge is most exams, whether they are testing in foreign language abilities or other skills (Harmer, 2004).

Calkin (2018) Writing requires a incredible try and find out and manage mind derived from an the researcher`s mind. The efforts of an creator who seeks to location the the researcher's mind into writing or paper. it's miles making as effectively as feasible simply so the writing an the researcher can be conveyed thethe researcher`s concept. (Arta, 2019).

#### **b. Types of writing**

In paragraph writing there are some topics that the students will learn along the learning process. According to Wilcox (2013)there are four types of paragraph writing that students need to know they are narrative, expository, persuasive and the last descriptive.

## 1. Narrative

Narrative writing is type of writing in the purpose is to tell a story. The author will create different characters and tell what happens to them. It often the situations like action, motivational events, and disputes or conflicts with their eventual solution (Wilcox, 2013).

## 2. Expository

Expository writing is a type of writing to explain something instruction that often equipped with facts and figures. It is a subject-oriented writing style, in which authors focus on telling about topic or subject without voicing their personal opinions (Wilcox, 2013).

## 3. Persuasive

Persuasive writing is type of paragraph aims is to convince something. Persuasive writing is equipped with reasons, arguments and justifications. It often asks for readers to do something. In this type, the author takes a stand and asks to other people to agree with the point of view (Wilcox, 2013).

## 4. Descriptive

Descriptive writing aims to describe something and show the reader the thing. Descriptive writing focuses on describing a character, an event, or place(Wilcox, 2013).The author can choose

in the description about five things such as sees, hears, tastes, smells, and feels. There are three types of descriptive writing:

- 1) Person Writing about person is the writer should add his physical features and details that appeal to the reader emotional.
- 2) Object Writing about object is the writer talking about object the writer has to make readers try to appeal to the readers physically by using metaphorical terms.
- 3) Place Place is the writer means that the place and everything around and in it should be discussed in detail. So that, the readers can picture the place.

## **B. Descriptive Text**

### **a. Definition of Descriptive Text**

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description.

Ghaith (2002) state that descriptive writing portrays people, place, things, moment and and theories with enough detail to help The researchercreate a mental picture of what is being written about. Moreover, descriptive text conveys about the appearance and the characteristics. Descriptive text exposes how it looks, sounds, tastes, feels or smells (Hogue, 1996)

In writing description, while, it is possible to take time and set down details that will show with appropriate, to describe picture looks for example, what picture, what about, how many pictures, ect, to describe someone the person height, shape of head, color of hair, look of eyes, ect. In order to be particular and interesting. We have to notice details and could to describe it in interperance.

#### **b. Generic Structure of Descriptive Text**

The generic structur of dscriptive text according to Pardiono (2007), as follows :

- a) Identification : Consisting of identification phenomenon to be described.
- b) Description : Consisting of the description parts of things (physical appearance), qualities, (degree of beauty, excellence, or worth of value), characteristics (prominent components that are unique).

#### **c. The Elements of DescriptiveText**

The type of test to evaluate writing descriptive text is subjective test. The subjective test which will be used is paragraph. From the topic given students choose one of the topics, students make descriptive text by using its generic structure.

They also use language features of descriptive text such as use simple present tense, adjective, etc. There are some components of writing that can be evaluated (Nurgiantoro, 2001), those are:

a) Content (The agreement with the title chosen)

A good writing is when the title represent the content of it. The content of a text should be relevant or equivalent and describe the title in complete. As stated by Brown (2004) the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose response to one assigned topic in standard written English, and to generate.

b) Organization

According Heaton (1988) The organization delivers how the writer set up the unity in each paragraph. It shows structural framework of the text.

c) Vocabulary

The word choice and word count belongs to vocabulary. An appropriate word or idiom can be reached by the variety of arrangement and interrelationship the words (Heaton, 1988).

d) Language use

The language use demands students' writing in the term of grammar. It performs the use of relative clauses, verbs forms,

prepositions, modals, articles and sequence of the tenses (Heaton,1988).

e) Mechanics

Mechanic covers students' ability to use the right capitalization, punctuation, spelling, and hand writing. This part is given little proportion in writing assessment, still, quite important to notice (Heaton,1988).

### **C. Previous Studies**

The first previous study is from the journal Wijayati (2019) with the title "An Analysis of Students' Content and Organization in Writing Descriptive Text" in English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya. The subject of the study is focused on the high achievers students which have >3.50 Grade Point Average (GPA) and eliminates them by the writing result in the previous class, Paragraph Writing, it should be A or A- score. The objective of this study is to explain the students' descriptive writing text in the terms of content and organization. This study was designed as qualitative study. The researcher analyzed and described the students' descriptive writing text in the terms of content and organization. Furthermore, the researcher set as the key instrument to explore the data by using adaptation rubric of descriptive writing from Brown (2004). The result of the students' descriptive writing was good. The findings showed that the high achievers students could

compose the descriptive writing text in the terms of content and organization well

The second previous study is a journal entitled “An Analysis Of Students’ Ability In Writing Descriptive Texts” Universitas Prima Indonesia conducted by Turnip (2019). The research was conducted aiming to an analysis of students’ ability in writing descriptive texts at the second grade SMP Swasta Talitakum medan”. The method used in this research is qualitative method. This research was conducted at the second grade focus on generic structure, characteristics, vocabulary. From the data analysis of 23 students, 43.48% of students had a low writing ability category, 34.78% had a medium writing ability, and 21.73% had a high writing ability category. The researchers found that students still had many difficulties in making paragraphs that used the correct generic structure. So students need a lot of practice both at home and courses.

Another previous study is from Yuniarti (2021) with the title “An Analysis of Students Ability In Writing Descriptive Text Based On Its Generic Structure At The The Tenth Grade Of Sman 3 Parepare”. This study mainly describes the generic structure in descriptive text made by the tenth grade of sman 3 parepare. This study has three objectives: they are to analyze students’ ability in writing descriptive, to identify students’ errors in writing descriptive text based 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.



Related on previous study explained above, an analysis of the students ability in writing descriptive text . The differences between the present study and the previous studies are its data acquisition, in the previous study used test. This research test and interview students and teacher.