

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter present definition of writing, type of writing style, indicator of writing, students problem writing, the difinition of descriptive text, generic structure of descriptive text, language future of descriptive text, the definition of field trip method, the benefit of field trip method, the weknesses of field trip, the ways to overcomethe weakness of field trip.

#### A. Explanation of writing

##### 1. Definition of Writing

Writing is lowering, imitating or painting symbols graphic symbol that describes a language that is understood by someone, so that the other person can read the symbols the graph, so that they can understand the language and images the graph (Tarigan, 1985: 2).

According to Djibran (2008: 17) states that writing is a express thoughts, feelings, experiences, and readings in written form, not in speech.

Writing according to Gie (2002: 3) is termed composing, which is alla series of activities of a person to express ideas andconvey it through written language to the reading community forunderstood. In modern life it is clear that writing skillsvery needed. Writing is used by someone to take notes orrecord, convince, report or notify, andinfluence other people. Such intents and purposes can only beachieved well by people who can organize their mindsand express it clearly, this clarity depends on the

mind, organization, and the use of clear and good words.

From some of the opinions above, it can be concluded that Writing is a person's activity in expressing ideas, ideas or thoughts through writing. Those thoughts can be in the form of opinion, knowledge, experience, desire, or someone's feelings. Writing is not only expressing ideas through written language through the media of written language only but concocting the writing for the reader to understand.

## **2. Writing Skill**

Writing is probably the most significant linguistic skill we have. We can enlighten people, communicate ideas, convince, anger, and decide our feelings via writing. However, we know that writing and writing, particularly in later languages, is more than merely "recording." It is one of the four fundamental skills that is extremely complex and tough to learn. According to Jim AP Hongqin (2014), writing skills in a second language are complex and difficult to master. In addition to grammatical patterns, it is required to write rules such as advanced organization to develop thoughts and information, as well as the selection of appropriate vocabulary and sentence structures, in order to produce a language style suited for the subject.

The concept of writing comes next, according to some academics. Writing is the most challenging skill for pupils to master, according to Richard and Renanda (2002: 303). It is tough not just to produce and arrange thoughts, but also to transform such concepts into easy-to-read text. Writing skills are extremely difficult to master. According to Fadzhiah

(2015: 31), writing, along with listening, speaking, and reading, is one of the fundamental abilities for learning English. Writing is the act of communicating in writing. All information is given through the language when writing. To write is to create or produce text.

Writing is regarded as one of the most challenging abilities for most pupils to master in English. This is due to the fact that the sub-study decides the notion, and at this point the sub-study must be written, and therefore the sub-study must form accurate sentences and be formed as a linguistically optimized structure. Following that is some expert advice on writing. Writing is the most difficult talent to master, according to Richard and Renanda (2002: 303). The challenge is to develop, organize, and interpret thoughts into a cohesive writing.

### **3. Types of Writing Style**

According to Marzuki (2015: 2016), producing unique texts is an important writing movement that focuses on highlighting and highlighting what is drawn. As a result, the subject frequently discovers the features of a specific person, place, or object. There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style.

#### **1. Expository**

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider

audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. Examples of expository writing; textbooks, how-to articles, recipes, news stories (not editorials or Op-Eds), business, technical, or scientific writing.

## 2. Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are. Examples of descriptive writing; Poetry, journal or diary writing, descriptions of nature, fictional novels or plays.

## 3. Persuasive

The primary writing style you will utilize in academic assignments is persuasive writing. An author who writes persuasively is attempting to persuade the reader of a viewpoint or conviction. In addition to the author's prejudices and viewpoints, persuasive writing also includes the author's arguments and reasons for believing their stance to be true. Any "argumentative" essays you write for class

should be written in a compelling manner. The example of persuasive writing; Cover letters, editorial newspaper articles, review of item, letters of complaint, letters of recommendation.

#### 4. Narrative

Almost every longer piece of writing, whether it be fiction or nonfiction, uses narrative writing. When an author writes in a narrative manner, they are attempting to tell a story with people, conflict, and places, rather than simply conveying facts. The example of narrative; oral histories, novel, poetry, short stories.

#### 4. **Indicator of Writing**

There are five writing signs that can be analyzed (Weigle, 2002, p.114). They are as follows:

##### 1. Content

Excellent balance of focal thought and detail; accounts and nuances enhance the focal issue or storyline; nuances and models match; the thoughts are clear. full and all-around made (Schirmer and Bailey, 2000).

##### 2. Organization

In an interesting essay, organization alludes to a fantastic path of action. This section includes the nonexclusive design of bewitching text, namely identifiable proof and portrayal. ID must be kept as a physical copy engaging text. Used to avoid generic explanations in parts. Knowledge of articulation, explaining thoughts in assertion, support, organizing thoughts, sequencing,

and producing thoughts.

### 3. Vocabulary

The term vocabulary refers to the selection of words based on the subject matter. range, correctness in word/colloquialism selection, authority of word structures, rationality of registers, feasibility in conveying importance.

### 4. Grammar

The use of semantic elements is crucial to the grammatical features of descriptive texts. Furthermore, obvious current state, illustrative word, game plan, and action activity word are used in the unambiguous message. According to Toago and Usman (2013), recorded as a hard copy unmistakable text, understudies utilize a clear present status since it enlightens the peruser about the portrayal and utilizes personalized association qualities to explain the altered design of articles.

### 5. Mechanics

Mistakes in capitalization, accentuation, spelling, and paragraphing are so slight that the reader hardly notices them; they don't impede the reader's progress, and they don't divert the reader's attention away from the ideas offered (Schirmer and Bailey, 2000).

## **5. Students's Problem Writing**

Reading, listening, writing, and speaking are the four language skills taught in secondary school. Here, the writer emphasizes writing skills, specifically how to write compelling content with wonderful

language use and strong association or structure. Writing visual text implies giving clear insights into how a person or item seems, and distinct text also lets the reader know that thing is certain to do. Writing is widely regarded as the most difficult talent to master, not only because of the necessity to master many English skills, such as reading, speaking, and listening, but also because of differences between the student's native language rules and the learned language rules.

Understudies frequently encounter difficulties when writing a descriptive text, despite the fact that their lord has commanded them to do so. There are a few issues that students face when writing descriptive parts. To begin, consider the problem of thinking. A few students produce multiple main ideas in a single passage; section thought is still ambiguous. In several cases, I noticed a few sections written in a single sentence. The probability of passage is still unsatisfactory. Second, there is the problem of organizing thoughts for writing descriptive prose. A section necessitates more than one linked point; it necessitates logical association or request. Understudies should organize their thoughts into superb writing; understudies should make their writing understandable. Understudies can organize their thoughts for a descriptive paragraph by recognizing the subject and providing a description of the point.

Third, students investigate grammar and language issues. Specific examples of how customized association redid structures are

created to shape correct sentences will be influenced by trouble grammar language. As a result, the plans will flourish. Fourth, when pupils continue to write, a variety of challenges may arise. Some pupils require personalized association vocabulary, and they also struggle with developing ideas related to their subject. Some students are still hesitant to select the best personalised association adjusted structure while writing clarifying content. Students are perplexed in developing their ideas because there is no individualized association depository. In this case, pupils should select the appropriate customized association tweaked structure that they require. The sixth issue is that pupils are concerned about spelling, punctuation, and capitalization. Based on this peculiarity, it is reasonable to conclude that the understudies made a few mechanical faults. Spelling, punctuation, and capitalization issues can also have an impact on the relevance of sentences in a paragraph; they confuse readers about the significance of the proximity of phrases and even sections.

## **B. Descriptive Text**

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

Descriptive text is text that conveys how a person or thing resembles something else. Its motivation is to depict and communicate a specific person, place, or thing. According to Pardiyono (2007:34), a description is a type of writing text that has the unique ability to provide an outline of an article (human or non-human). Furthermore,



Mukarto (2007: 140) defines illustrative text as "text that depicts something, someone, or a location." Descriptive writing shows or tells the reader something (Fitriani et al., 2019; Jayanti et al., 2019). This type of writing provides information on people, animals, things, and places. According to Suminar and Putri (2018), descriptive writing is a text that shows people, animals, products, and places with detailed explanations to provide information to the reader and comprehension of the articles depicted. As a result, the reader may obtain information about the new item written by the writer in unmistakable prose, and the essayist can show the article clearly and get a suitable image of the piece. The goal of object clarification is to get the reader to understand and learn from the message.

Descriptive text is text that conveys how a person or thing resembles something else. Its motivation is to depict and communicate a specific person, place, or thing. According to Pardiyono (2007:34), a description is a type of written text that has the amazing ability to present an outline of an item (human or non-human). The description of the location immerses students in the situation in which they find themselves. According to Knapp and Watkins (2005), "a description of a place might include both physical and emotional description." A location description will occasionally include a depiction of the things as well as people who may be associated with the location." This means that by providing complete information on the location, it becomes more interesting by offering details that reflect sentiments

about this distinct location. Furthermore, understudies were asked a few questions to help them write effectively: "What is your perspective on the spot?", "What was the interior and outside plan like?", "What do you enjoy about the spot?" and so on.

According to the definition above, descriptive text is a type of talk text that portrays the depictions of items in clear detail to let the reader imagine the item being portrayed. According to Ghaith, description writing shows characters, places, things, minutes, and speculations in sufficient detail to help the author form a psychological image of what is being written. In fact, clear text, like other types of text, has an overall construction and language included. As a result of the preceding assumption, it is commonly assumed that unmistakable text is text that depicts the characteristics of a specific individual, place, or thing. It comprises two parts: the first is identification, and the second is description.

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

The normal growth of descriptive writings varies depending on the material. In the typical evolution of descriptive texts, there are two major parts. Clearly identify and describe yourself. A descriptive text's non-selective plan isn't as old as other texts. A descriptive text must contain two components. The generic structure of clear text is distinct from that of other texts. The generic structure of descriptive text is divided into two components. Nonexclusive descriptive text design is not the same as various texts. The genesric structure of descriptive text

is divided into two parts. Identification and description are two examples.

- Identification

This section tells or introduces the general description of the item of description.

- Description

The last section of the graphic text that comprises the discussion or depiction of the theme is the description, which is in the distinguishing proof of true appearance, quality, general conduct, and qualities.

### **3. Language Future of Descriptive Text**

The descriptive text's linguistic element focuses on the usage of speech augmentation. Furthermore, the sentences utilized in the intriguing message are direct current situation, illuminating language, comprehension, and behavioral action. Students employ obvious current status to tell viewers about representation and usage in response to Toago and Usman (2013)'s notion that visual texts recorded as hard copies are represented. A property that describes the relationship between individual articles. For example, an attractive pet, a fascinating man, a lovely location, and so on. Individual activity job configurations, on the other hand, are used to denote activities. Essay writers should use the present tense and underline key points in several

languages, with engaging messages such as walking, reading, and sitting. As a result, DC offers numerous examples of sub-student learning, such as technical, verbal, and dummy provisions.

In addition, it uses individual structural properties to make English texts interesting and provide readers with more information about the topic. Descriptive language is modified from individual structures or object associations to attract the reader and draw energy with respect to the modified design. Bats etc. (2012) used an association transformation structure optimized for individual construction properties with different texts to provide data about stock-drawn objects, individual object designs, or modified representations of the Articles of Association. I have stated that I will represent the subject matter to do.

The semantic elements of enlightening text are as per the following:(Utami,2013:31):

- a. Utilization of redid association of specific articles
- b. The utilization of redid association gatherings of nitty gritty items to give data about the subject
- c. The utilization of different kinds of altered association properties
- d. Utilization of related tweaked work associations to give data about the subject

- e. Utilization of a tweaked work association of reasoning and feeling to communicate a subject or to give knowledge into a subject's considerations and sentiments
- f. The utilization of an altered association of activity work to depict the conduct of the subject
- g. Utilization of redid association depictions to give more data about this conduct
- h. Utilization of comparisons, analogies, and different sorts of metaphorical language, particularly in abstract portrayals.

### **C. Field Trip Method**

#### **1. The Definition of Field Trip**

In Patrick (2010:1), Krepel and Diwall defined a field trip as a trip organized by the school and undertaken for educational purposes in which students visit places where materials for instruction can be observed and studied directly in their functional setting. Furthermore, Jordan (2014:1) claims that field trips can expand the resources available to students in the classroom. They broaden learning by exposing students to real-world experiences such as visiting a new location, meeting new people, and seeing and understanding the thing. Educational field trips are very important because they bring students closer together, they help students' physical fitness, and they are also a source of entertainment.

According to Aggrawal (2003), field trips help teachers

clarify, establish, co-relate, and coordinate accurate concepts, interpretations, and appreciations, allowing them to make learning more concrete, effective, interesting, inspirational, meaningful, and vivid. Thus, educational field trips can help to complete the triangular learning process of motivation, clarification, and stimulation.

## **2. The benefit of Field Trip method**

According to Limbu (2012) the benefit of field trip method are include :

### a) Real-world experience:

It provides students with real-world experience. A textbook lesson on domestic animals, for example, can be enhanced by a trip to a local farm where students can clearly see the domestic animals.

### b) Increase in quality of education:

A biology field trip, for example, could take students on a hunt for bugs or specific types of flowers. Students can learn more in this case. As a result, it improves educational quality.

### c) Improvement of the social relations:

It is a method of bringing students closer together. Many field trips combine educational content with team-building activities, such as cleaning a polluted stream

together. In fact, going on a field trip to help create a bond between the students is often a good idea.

### **3. The weaknesses of Field Trip**

Limbu (2012) also said that the weaknesses of this method are include:

a) Time considerations.

Difficulties in preparation (getting approval from various administration heads) and adjusting the trip to the school's schedule necessitate more time.

b) Lack of support from school administrations for field trips.

That means schools can't afford and sometimes can't provide materials. Finance is another area where students must forge their own path.

c) Poor student behavior and attitudes.

This implies a loss of students. For example, some students do not listen to the teacher, displaying ego attitudes and doing things their own way, causing the trip to be unsuccessful, affecting the other students and the relationship between the teacher and students.

d) Shortage of resources and choice of venue.

This means that sometimes the school cannot provide the materials, and the teacher may not have the appropriate materials for the trip, resulting in a shortage of

resources. And, in some cases, students are unable to choose their own location and must accept the teacher's choice, demonstrating that students do not have the ability to choose the venue.

e) Medical Risk

For example, some children experience motion sickness while traveling by car.

**4. The ways to overcome the weakness of Field Trip method**

There are several ways to overcome the weaknesses, they are:

- a. Formulating clear goals and firm.
- b. Making the formulation of clear objectives and concrete.
- c. Determining the tasks that must be performed during and after the implementation of a field trip.