

## **CHAPTER II LITERATURE REVIEW**

This chapter covers the entire theoretical framework of this study. This chapter covers teaching writing in EFL classroom, descriptive text, strategies in teaching writing descriptive text, difficulties in teaching writing descriptive text, and previous studies.

### **A. Teaching Writing in EFL Classroom**

Writing is an activity by building on the main idea and developing it into a sentence. According to Brown (2001), writing is an activity of thinking method. Similarly, Saleh and Sulhan (2021) noted that writing is an activity to cultivate language skills. By using writing skills students can arrange words into coherent sentences and paragraphs. Processing words into sentences is an important component for students. In the process of writing, it takes a long time to process and arrange words. Thus, writing skills are considered by students to be one of the most difficult skills to do. By giving the main idea and developing it into a sentence, of course, writing becomes one of the skills that is difficult and takes a long time to do. Besides that, to be able to have good language skills, students must get used to processing words by compiling several paragraphs.

Through writing, students can practice arranging words into sentences and combining them into paragraphs. Linse (2005) stated that writing skills are activities carried out by students that are used to train students' cognitive abilities. Students' writing skills that are good and correct will increase the chances of students' success in writing skills in English. In doing writing skills, students train their thinking to collect ideas, structure sentences, and arrange formats in writing.

Students must be able to know aspects of grammar and connect words in a sentence coherently. The process by which students collect ideas and put them into writing so that it is easily understood by readers.

Writing cannot be mastered at one time because writing skills require quite a long time of practice. According to Harmer (1991), writing is a productive activity that can unite feelings and emotions in a piece of writing. Writing will be easier if you often practice making written works. In addition, according to Rao (2017), writing is a complex skill. Writing skills, several aspects make writing a complex skill, namely phonological, morphological, semantic, and syntactic. These aspects can make writing the most advanced skill among several skills in English. Writing skills will look difficult if they are not balanced with trying to write an essay. Constrained the lack of vocabulary that is understood is a major factor in writing activities. As a result, in the context of writing students who use English as foreign language look difficult.

Writing activities are a good tool for students to practice creativity in compiling vocabulary and choosing the right grammar. Writing activities are carried out so that students can express ideas, feelings, and emotions to be used in writing activities. According to Siburian (2013), writing activities are opportunities for students to express, develop, and explain their ideas in written work. Students can organize their ideas into text by thinking accurately. Furthermore (Iftanti, 2016) claimed that in the world of education, writing skills are prioritized. Through writing, any knowledge can be obtained. It can be seen that from books, stories, texts, and others for educational purposes, there is a coherent sentence structure that is well and correctly arranged. Students can describe the topic or explain an object

or thing using sentence structure. The students in writing activities are focused on compiling and processing words into sentences. These few sentences will be arranged into coherent paragraphs for essay assignments in language class. For this reason, writing skills are prioritized as skills that must be considered in an educational environment.

Based on the theory above, writing skills are activities carried out to be able to explore ideas in developing written work by thinking critically. Writing skills will make it easier for students to express their thoughts and feelings in written work. The students are expected to be able to practice continuously so they are familiar with writing activities in the form of paragraphs.

Hodges (2017) highlights several theories in learning to write, the first of which is the theory of cognitive processes in writing. This process is carried out to develop students' cognitive skills. Flower and Hayes (1981) stated that in writing activities the first step is to carry out a process of thinking through the thinking process the writer can develop the main idea so that he can complete a written work.

The second theory is the socio-cultural theory of writing. In this theory, what underlies it is the influence that involves social elements in it. The existence of social motivation and influence is an important foundation of this theory (Hodges, 2017). In other words, socializing and interaction are the basis of this theory.

The third theory is social cognitive theory and self-efficacy. This theory refers to the belief in carrying out writing assignments to completion. This theory determines factors Social-cognitive theory in writing refers to how cognitive,

behavioral, personal, and environmental factors interact to become a reference for motivation and behavior (Bandura 1993).

The fourth theory is ecological theory. This theory refers to the interaction of students in the classroom to create written products related to the surrounding environment. One student and another will have different ideas according to what they find in the surrounding environment. Cooper (1986) stated that ecology in writing activities encompasses a wider range than individual writers and direct contexts. Process of writing according to Brown (2001):

- 1) The first is choosing a topic, for the first draft students must determine which topic to use in writing activities. Students can choose topics individually or are given choices by the teacher to choose topics in written work.
- 2) The second step in the process of writing skills is generating ideas, in this stage, the students put their ideas into the main ideas. In generating ideas, the students determine the main idea to be developed into a sentence.
- 3) The third step in the process of writing skills is writing the first draft, in this stage, the students begin to prepare the first draft for their written work. The main idea that has been determined will be developed into a sentence and paragraph. In compiling the first draft students can write about a fact to be able to convince the reader.
- 4) The fourth step in the process of writing skills is peer-editing, at this stage students can ask their classmates for advice to check for deficiencies in their written work. Students can share opinions about the shortcomings of written work.

- 5) The fifth step in the process of writing skills is revision, in this stage, students revise their written work which has been corrected by some of their classmates. In this case input from friends becomes material for improvement in writing.
- 6) The sixth step in the process of writing skills is writing the second draft and proofreading, in this stage, the writing will be written in a clear and structured manner after making revisions. Students can read back repeatedly before being handed over to the teacher.
- 7) The last step in the process of writing skills is using the teacher's feedback, in this stage, the teacher will check the students' written work and determine which one to revise. In this case, the students must follow the direction of the teacher.

## **B. Descriptive Text**

Gerot and Wignell (1994) the purpose of descriptive text is to define something about people, places, and things. Similarly, Panjaitan and Elga (2020) stated that descriptive text is a text that describes a thing, thing, or person that aims to provide information to the readers. Descriptive text can explain inanimate objects such as landscapes, objects, and plants. It is hoped that after reading the descriptive text the readers can have a clear view of the topic being explained. In writing descriptive texts, students can collect ideas that are following the topic written, and collect various sources of information to become supporting material for the appropriate topic.

In carrying out writing activities students must pay attention to generic structure. This generating structure is important for organizing sentences in

paragraphs. Mardiyah et al (2013) stated that descriptive text aims to describe something clearly by describing the topic of something, a topic, or a place to the readers. So that readers can find out in detail the topic being explained. The descriptive structure consists of identification and description. In the identification section, the writer must explain in detail the form characteristics, forms, and others from a particular topic. The identification section is only contained in the first paragraph to introduce the topic that will be described in the next paragraph. Meanwhile, for the description section, the writer must describe in detail a particular topic. Usually, the main idea is found in the first sentence and the next sentence becomes a supporting sentence. More specifically Gerot and Wignell (1994) stated that the generic structure of the descriptive text is identification and description. The identification aims to identify phenomena. The identification section is in the first paragraph to introduce the topic to be explained. In the second part, there is a description, this section aims to describe in detail the characteristics and quality. The description is located in the second paragraph. This section is used to support the identification section.

The descriptive text has the goal of describing a real situation in detail. Hyland (2004) stated that descriptive text has a social purpose, which is to explain the circumstances regarding certain events that can be imagined and did happen. The descriptive text aims to be imagined by the reader.

### **C. Strategies in Teaching Writing Descriptive Text**

Success in teaching depends on what steps the teacher chooses to teach. As well as the tactics used, the learning objectives will be achieved. Issac (2010) explained that the tactics applied by the teacher in the classroom are behaviors that

are owned by the teacher and are poured into the class. Similarly Said and Budimanjaya (2015) stated that the teacher's role in developing strategies is important for the development of students in learning. The teacher's role in the educational environment for students is to be a distributor of knowledge and information. Students can develop in science, none other than the role of the teacher in the teaching and learning process

In the process of teaching and learning, teachers certainly have strategies for teaching. The strategy used by the teacher should be what the students need. Teaching strategies can include methods of teaching. The achievement of goals in the teaching and learning process cannot be separated from the role of the teacher. The teacher is a source of knowledge and information. Because of that, the selection of strategies must be appropriate and appropriate to the target, namely the students. In determining the strategy or method used, the teacher must know the needs and difficulties experienced by the students. In a summary, the accuracy of the strategy chosen by the teacher can determine whether or not a goal is achieved in learning. Students must be ready to follow directions from the teacher according to the learning strategies applied in the EFL classroom (Sarode, 2018).

The learning strategy is the teacher's plan for teaching. Issac (2010) stated that in teaching strategies there are teaching structures, learning objectives, and methods used so that teaching strategies can be applied. More specifically Irikawati (2017) explained that a strategy is an approach taken by teachers to achieve learning objectives. In this case, the teacher can plan, run, and carry out the activities planned for a certain learning period. This strategy is a series of methods implemented by teachers to students so that the learning process takes place

effectively and students can understand the material that has been delivered properly. Teacher is able to choose the strategy in their classroom in order to achieve the learning objectives. The learning objectives are achieved by the teachers and students in learning process. The role of teacher and students are important to make the class's atmosphere becomes comfortable and conducive during the learning process.

In the process of writing written works, students must be able to master writing skills, namely in writing fluency and emphasis in their sentences. In doing writing skills several steps must be prepared. In the process, writing skills involve students and teachers. Students are expected to be able to make paragraphs by thinking critically, innovatively, and thinking deeply. Writing skills can be obtained by collecting ideas or sources of information both formally and informally. Writing skills are the same as small children learning to learn a word while writing skills students learn to write essays fluently (Cameron, 2001). According to Spencer (2005), there are several strategies for teaching writing:

**Table 2 1. Strategies in Teaching Writing Descriptive Text**

<b>Process of writing skills</b>	<b>Strategies in teaching writing descriptive text</b>
Pre-writing	1. Brainstorming Brainstorming is a strategy carried out in writing activities that is useful for leading to certain topics with the ability to think openly can receive all information, knowledge, theories, ideas, and ideas. In brainstorming, students can find all sources of information through books, journals, and the internet. According to Brown (2001) in the brainstorming stage, students don't need to be afraid of making mistakes in thinking because brainstorming is thinking freely and broadly about the topic to be discussed. The purpose of brainstorming is to help ideas to be written down and to provide opportunities for students to argue according to their understanding.
	2. Mind mapping Mind mapping, in this stage the strategy for teaching writing used concept maps by grouping them according to the topic of discussion. Buzan (2006) stated that mind mapping can organize ideas, thoughts, and sentences arranged into several points of discussion. Mind mapping can be compiled by writing the main ideas in certain sub-chapters which will be developed into phrases. In making mind



Process of writing skills	Strategies in teaching writing descriptive text
	mapping can be used by doing striped patterns, and colors, or by using visual images.
Whilst-writing	1. Sensory details Sensory details, sensory details are important to make it easier for students to recognize the topic of discussion to be discussed. According to Suriyanti and Yaacob (2016), sensory details are details of writing that will make it easier for readers to understand the contents of the written work. In this case, the sensory details can explain the shape, color, smell, and taste. The sensory details strategy invites students to be able to provide real conditions and forms that can be felt by readers.
	2. Figurative language Figurative language, figurative language is a strategy in teaching writing that is used to be able to compose written works. According to Spencer (2005), figurative language is similes, allusions, hyperboles, and embodiments. This figurative language strategy needs to be mastered by students so that it can assist in the writing process.
	3. Vivid words Vivid words, the strategy in this learning is that students can describe people, animals, plants, places, and things clearly. Vivid word is included in whilst-writing in Spencer's theory (Spencer, 2005).
Post-writing	1. Revision Revision, this strategy is included in post-writing. This revision is used in teaching writing strategies. In this stage, the revision process can be done with corrections by teachers and peers. At the revision stage, it can be marked with a scribble. Unimportant information can be removed and the revised results must be followed with the topic to be discussed.
	2. Presentation Presentation, in this strategy the teacher can ask students to make a presentation of their written work. They can make presentations with the teacher or in front of the class. This presentation is the final strategy in post-writing.

*Adapted from Spencer, A Step-by-step Guide to Descriptive Writing (2005).*

This study used the theory of teaching strategies of descriptive text from Spencer. Her book contains three processes in teaching writing namely free-writing, whilst-writing, and post-writing. In free writing, there is brainstorming and mind mapping. Whereas in whilst-writing there are sensory details, figurative language, and vivid words. Meanwhile, post-writing includes revision and presentation. In this study, it is suitable to use Spencer's theory because her book it contains strategies carried out by teachers in teaching descriptive texts.

#### **D. Difficulties of Teaching Writing Descriptive Text**

There are difficulties experienced by the students in writing descriptive skills. Even though the teacher had guided the students, they still had difficulties. Students find it difficult to develop ideas or main ideas, combine main ideas into a descriptive text sentence, and lack vocabulary that is understood by students in the preparation of descriptive texts. Concerning difficulties in descriptive texts, teachers must know what efforts must be made for EFL students to achieve learning objectives. Thus, students must be cooperative in carrying out learning in the classroom so that the difficulties experienced in the process of writing descriptive texts can be overcome (Apriliana et. Al., 2020).

In teaching English as a Foreign Language (EFL) there are several difficulties experienced by teachers. In this case, the difficulties experienced by teachers who speak English natively and teachers who do not speak English experience different difficulties in teaching writing skills. The difficulties experienced by teachers in teaching writing skills are that there is a lack of student knowledge of English vocabulary, a lack of knowledge about grammar in English, and a lack of student motivation in learning (AlAamri, 2013). In addition, the teaching difficulties experienced by EFL teachers are certainly a challenge in teaching to be able to achieve the desired learning objectives. EFL teachers can be more motivated to innovate and be creative in developing teaching in EFL classes. This statement is supported by other research by Indrilla and Ciptaningrum (2018), who stated that the teacher's role in teaching EFL classes is to support and direct students who are useful for achieving learning goals. Teachers can choose and apply teaching approaches appropriately. In summary, the existence of teaching

difficulties experienced by EFL teachers is not an obstacle to achieving learning objectives. However, teachers can facilitate students and implement strategies so that the teaching process takes place effectively.

#### **E. Previous Studies**

In Aulia (2019), in her research entitled "The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi". This research used qualitative research. The data source for this study was the teacher at SMPN 44 Muaro Jambi Class VII. The results of the research show that teacher at SMPN 44 Muaro Jambi Class VII use the Group Discussion method, use mind mapping learning media, and students are allowed to bring an English dictionary with the learning process of opening the dictionary so that students can overcome English vocabulary problems in the classroom.

The next study is Raharjanto's (2016) research with the title "Teacher's Strategies in Teaching Writing Descriptive Text at MTS N Sukoharjo 2015/2016 Academic Year" in his thesis, he discussed teacher strategies in teaching writing skills at MTS N Sukoharjo 2015 Academic Year /2016. He used data from observations, interviews, and documents. In the technique of collecting research data, the researcher used observation and interview techniques. In this case, his research discussed three main points of research in his thesis, namely, the teacher's strategies in teaching writing descriptive texts, the application of learning strategies, and the problems faced by teachers in teaching writing texts descriptive. His research used qualitative research. The results of this study were the teacher carried out the process of learning writing skills using a cooperative learning model, namely by working together in groups, discussing with friends, and analyzing

pictures in the classroom. In this case, the research stated that the difficulties experienced by students are vocabulary, grammar, and generic structure in English.

The other study is by Rijal (2018) with the title of his thesis "Teaching Descriptive Writing Using Think Talk and Writing (TTW) at the Faculty of Teacher Training and Education, Department of English Education, Islamic University of Madura" this research was conducted at the Islamic University of Madura with a major studied majoring in English. In Rijal's research, his thesis discussed the process of learning writing skills in descriptive text with the think talk and write (TTW) model. The participants in the study were students majoring in English in the second semester. This study used descriptive qualitative research. The results of his study were the learning model using Think Talk and Writing (TTW) at Madura university is effective and has significance for teaching writing skills to students.

Muza'roah et al (2021) in their research, entitled, "An Analysis of Teacher's Strategies in Teaching Writing of Descriptive Text at MTs Assalam Bangilan" used a qualitative method. Their research examined three teachers in the same school. The strategies carried out by the teacher show that there is a link between teaching strategies and students in the teaching and learning process can be easier and more efficient.

From some of the previous studies, some points have not been listed. Namely, first, in the previous study, the researcher only interviewed a few teachers in one school. Second, in previous studies, researcher only collected data at the junior high school level. Third, in previous studies, the researchers did not explain more that the topic of the study and research method can be conducted in senior

high school level. It can be concluded that from the points that have not been listed in the previous research. The researcher wants to raise the title, "An Analysis of EFL Teacher's Strategies in Teaching Writing Descriptive Text." The researcher will take research data from the three teachers who teach in Senior High School at Kediri as the subject of the study.