

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents reviews of related literature used in study. The review of the related literature have a goal of providing previous studies and information concerning with the research problems, including overviews of the definition of writing, the component of writing, the types of writing skills, the definition of writing descriptive text, and the problem of writing descriptive text.

#### **A. The Concept of Writing**

##### **1. The Definition of Writing**

Writing is one of the most important language skills to learn. Writing is a way of how we process a word into a good and understandable writing. According to Kane (2000), writing is a process of involving and knowing how to process words, sentences, and paragraphs into good writing. Writing itself is a measure of language skills in addition to listening, speaking, and reading that need to be considered by students. Harmer (2004) states that writing is a basic skill in language skill, writing is also as important as speaking, listening, and reading. In language learning students need to learn how to write well, students need to know how to write and reply to letters, how to make written reports, and how to write using electronic media. The ability to write is very important for us to learn, because by writing we can understand a communication in the form of writing.

Additionally, writing is a thinking process that comprises thinking activities to develop ideas, thinking activities to express ideas, and thinking activities to collect ideas into effective writing, according to Nunan (2003) as quoted in (Novariana et al.,

2018). Thus, a quality of writing that makes it simpler for readers to comprehend the content of the writing is the ability to effectively use words to convey concepts. Writing also refers to putting ideas or information into meaningful sentences. According to Byrne (1988), asserts that writing is the process of forming and organizing symbols in accordance with predetermined principles so that the symbols can be combined to make words and sentences.

Simarmata (2019) states that writing is a form of communication that does not involve the pressure, tone, emotion, gestures, or situations that come up in oral communication activities. Writing ability is crucial because it allows us to express our thoughts and feelings to others in society through written language. Thus, writers must be good at processing words, using words, expressions, sentences, and using functions to describe, convey, inform, and suggest something to others. Lots of students feel that writing is a form of activity that is difficult to do, because of the need to process and use the right words. Therefore, this research will be conducted to find out what are the difficulties for students in writing.

The definition of writing is also conveyed by Oshima and Hogue (1997), writing is a form of activity that is carried out progressively. When you're first writing something, you have already thought about what you're going to say and how you're going to say it in a piece of writing. And after you finish writing, the writing will be checked again by reading what you have written and if there are errors in writing, changes or corrections will be made.

Therefore, writing is an activity that is never done in one step, the writing process must have several steps in its completion. Brown (2004) states that writing is

a process of thinking, compiling, and revising written that requires special skills how to generate ideas, organize the writing coherently, how to use discourse markers to place them cohesively into the text, and how to revise the text to make the meaning clearer, how to edit the text to make it a proper grammar and how to produce the final product.

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 writer such as planning, organizing, drafting, revising and editing, in order to make their writing product can be understood by the readers Kirszner and Mandell (2011). Harmer (2004) states that writing skill is often needed to measure knowledge is most exams, whether they are testing in foreign language abilities or other skills.

Based on the overall opinion above, it can be concluded that writing is the activity of compiling words and ideas into sentences and paragraphs which will become good written texts and be used to communicate with others. Writing also requires a process to be able to make a word into a good sentence. With writing, readers can communicate and understand the message of a writer without speaking.

## **2. Problems in Writing**

Usually when students write they are often confused about what they are going to write. Students feel insecure about whether the writing they write is right or wrong, and it is not easy for students when they want to put their thoughts into writing. Nurgiantoro (2001) states that there are some problems in writing:

### 1. Lack of vocabulary

Vocabulary is an important factor to master the language especially in writing. We realize if we are not mastering the vocabularies well, of course we will get difficult in writing. Most of student faced this problem, because they are not mastering the vocabularies, so they often write sentence which is not communicative. When they want to write something, they usually choose incorrect words in their composition.

### 2. Grammatical mistake

When student try to make composition, they always confuse whether their sentences are grammatically correct or not. Generally, most of beginner students do not master English grammar well. They just start to learn English so their competence is still weak especially in grammar. It becomes problem when they have to make composition which consist of sentence.

### 3. Organizing idea

The problem usually faced by students in writing is about how to organize the idea into sentence. In writing composition, student usually write the content which not suitable with the theme. It happens because students get difficulties in developing their idea and sometime, they do not know what they will write. We can write composition well if we know the rule in writing paragraph. Before we write composition, we start by choosing the theme. Then, make an outline which can help in arranging the sentence or paragraph. By those ways, we can avoid some mistake in writing composition. Of course, the content of the composition will suitable with theme.

### 3. Evaluation of Writing

According to Shehadeh (2011) there are five components in evaluation of text writing:

- a. Organization: fluency of expression, clarity in the statement of ideas, support, organization of idea, sequencing and development of ideas.
- b. Vocabulary: range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.
- c. Grammar: use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order, article, pronouns, preposition and negation.
- d. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.
- e. Content: knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details

Based on the explanation above, it can conclude that in writing always pays attention at the problem to get a good writing result and make the readers understand what the student writes.

### 4. The Types of Writing Skills

According to Troyka (1987), writing is divided into four types, they are narration, description, exposition, and argumentation.

#### 1. Narration

Narration is a retelling, often in words of something that happened or a story. The narrative narrates an event, which may leave out some occurrences

because they come from some insignificant perspective. Narrative thus forms a history that is a place of events or a story about what happened.

## 2. Description

Description is one of the four rhetorical modes (also known as a discourse model). This is also a fiction writing mode to transmit mental images or story details. Description as a rhetorical mode the purpose of description is writing to recreate or visually represent a person, place, event, or action so that the reader can imagine what is being described.

Descriptive writing may be found in other rhetorical modes. Description as fiction writing mode is a form of narrative, fiction writing also has different forms of expression, or modes, each with its own goals and conventions. Similar to dialogue, narration, exposition, and summary, description is one of the most widely recognized modes of fiction writing.

## 3. Exposition

Exposition is one of the four rhetorical models of discourse, accompanied by arguments, descriptions, and narration. Exposition also used for speech. The purpose of the exposition is to provides some background and informs the reader about the plot, characters, setting and theme of the essay, story or moving pictures.

## 4. Argumentation

Argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning based on claims, whether or not, on the spot. That concludes the arts and civil sciences

debate, dialogue, conversation, and persuasion. It's learned inference rules, logic and procedural rules in both real and artificial world settings. Arguments include debate and negotiation, which is concerned with reaching mutually acceptable conclusions. It is used in law, for example in a trial, in preparing an argument to be brought before a court, and in testing the validity of a type of evidence.

## **B. Descriptive Text**

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

According to Gerot & Wignell (1994) states that descriptive text is a text that contains descriptions made by the writer so that the reader knows about specific things such as a person, difference, animal, or event. The schematic structure of descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. According to (Yolandita, 2019), descriptive text is a text that contains descriptions related to particular people, animals, and objects discussed by the writer.

Descriptive text is a text for describe person, place or a thing by visual experience; It is used to create a visual image of people, place, even of time days or season Masitoh & Suprijadi (2015). Besides, descriptive text are includes the social function of the text are to describe a particular person, place, and things (Nuraini, Mulyana, & Aeni, 2019). Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader (Siregar & Dongoran, 2020). Descriptive text creates a word picture of persons, places, objects, and emotions using selected details to make a specific impression on the reader (Tamba, Situmorang, & Ginting, 2020).

Generally, descriptive text is a text that has the function to describe and give information about a person, place, object, and other things by using word explanation. The descriptive text aims to describe clearly a thing, place, people, or the object that is described to make sure the reader about the real shape of something. Besides, describing something needs more explanation and increases on the understanding of people about something well. The descriptive text also can build or make people's perceptions about something clear because there are many explanations in describing process.

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

One of a text's most crucial components is its structure. Each text must consist of several parts that compose it. Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. Every text has a unique structure that is either simple or complex depending on the text itself. According to Djumarie (2007), the significance of generic structure of descriptive text is identification and description. The generic structure of descriptive text includes:

### **a. Identification**

This part introduces the subject of the description to the readers. It gives the reader brief information about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant, etc., which will be discussed specifically.

### **b. Description**

This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one feature of



the subject. All the paragraphs in this part build the detailed description of subject. It could be used to characterize a person's look, traits, general personalities, or ideas.

c. Conclusion (Optional)

The topic is concluded with the concluding paragraph, which also marks the end of the text. There are two important parts of the generic structure when writing descriptive text, the first is identification, and the second one is description. Writers can add with the concluding paragraph but it is not a must

### **3. Characteristic of Descriptive Text**

According to Sudarwati (2007), There are several characteristics of descriptive text. First of all, it focuses on what will be described, for instance, place, thing or people. Simple present tense is used as a writing convention in the second, descriptive text. Third, for its title descriptive text uses noun phrase, for example in describing car. The title which is used not only car but also with its label or merk. Fourth, adjectives are typically employed to explain noun or the object in the descriptive text. The last one is that the description of the object is written from general to specific.

### **4. Types of Descriptive**

Joyce Amstrong Carrel (2001) states that most writing contains description. Following are a few types of writing that depend heavily on descriptive language :

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

### **C. Some Previous Study**

There are several researchers who have conducted relevant research related to the problems of writing text. Those studies have similarities and differences with this research. There are some researches findings that supported this research cited as follows:

The first related research came written by Hariyadi (2018) entitled "analysis of the students' ability in writing descriptive text at the tenth-grade student of SMAN 11 Jambi academic year 2017/2018". Hariyadi used descriptive research with qualitative methods. Sampling was used to obtain a sample of 33 students in class X MIPA 3. The instrument used for this study is a written test. Hariyadi found several factors influencing students' inability to write English descriptive texts at SMAN 11 Jambi. First, students find it difficult in writing to start or end a paragraph. Second, students face difficulties in organizing their ideas. Third, students are confused about writing and arranging sentences into good paragraphs. Fourth, the students lack vocabulary.

The second study that had been done by Muhammad Hanafi (2018) entitled "*An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat 1 Barito Kuala Academic Year 2017/2018*". The aimed of his study were to find out eleventh graders' difficulties in writing mastery of descriptive

text and the cause. The result of his analysis showed that the students find constraint in all point of scoring, the highest percentage is 83% of students have constraint in grammar, the second percentage are 80% of students have constraint in vocabulary and 80% of students have constraint in mechanic, the third percentage 70% of students have constraint in content, and the last percentage is 67% of students have constraint in organizing. Whereas, the factors causing the eleventh grades' difficulties in writing mastery of descriptive text are learners' background (80,2%), teaching technique (49,5%), and the learners' environment (52,8%).

The third related research from Herry (2020) entitled "An Analysis of Students' Ability in Writing Descriptive Text at Eight Grade of SMP UNISMUH Makassar (Descriptive Research). Herry used descriptive research to collecting data. The score of students' ability of writing descriptive text focus on vocabulary is 59. The score of students' ability of writing descriptive text focus on mechanics is 41. The score of students' ability of writing descriptive text focus on organization is 43. The students' ability is on the average level. This means, the students need more improvement in writing descriptive text.

Another similar research has been done by Fitri (2017) entitled "*An Analysis of Students' Skill in Writing Descriptive Text at the Eighth Grade of SMPN 7 Tambusai Utara*" found that the students' average score in writing descriptive text was 51,87 and it means their writing skill in descriptive text can be categorized in the poor level.