

CHAPTER TWO

LITERATURE REVIEW

1.1 Previous Studies

Before conducting this research, several studies related to this research have been conducted. Ismayanti and Kholiq (2020) conducted a study entitled "*Analysis of Students' Difficulties in Writing Descriptive Texts*". This study aims to look at the factors that influence students' difficulties in writing descriptive texts. The method used in this research is descriptive quantitative. Documentation and interview were used in this research to collect the data. The results of this study indicate that some students have difficulty in writing descriptive texts. The factors that lead these difficulties are the difficulty in understanding grammar, spelling, and general structure. Lack of students' skills and knowledge in writing descriptive texts, difficult to relate the topics to be written in descriptive texts, and lack of interest in learning English are some of the factors that lead difficulties in writing descriptive texts.

The second research related to this study was entitled "*An Analysis of the Student's Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang*" which was conducted by Husna, et al (2017). Analysis of the quality of students in writing descriptive texts is the main purpose of this study. The descriptive quantitative method was chosen by the researcher as the research method. The researcher asked the students to do a descriptive text writing test as an instrument for this research. Difficulties in developing ideas and organizing ideas in students were found in this study. Based on this research, it is hoped that students will pay more attention to the components when writing descriptive texts, especially to developing and organizing their writing ideas.

The third study entitled *"Students Ability in Writing Descriptive Text"* was conducted by Siregar and Dongoran (2020). The purpose of this research is to assess students' ability in writing a descriptive text. The method used by researchers in this study is quantitative, grade VII students of SMPN 11 Padangsidempuan are the population for this study. Total sampling technique is also used by researchers in this study. Aspects assessed in this study include linguistic characteristics and generic structures in descriptive texts. The results of these findings indicate that the ability of grade VII students of SMPN 11 Padangsidempuan is "good" which can be seen from several aspects such as linguistic characteristics, generic structure, use of grammar, identification process, etc.

The fourth research entitled *"An Analysis Students's Ability in Writing Descriptive Tect of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur"* conducted by Zulaikah, et al (2018), this study aimed to see whether descriptive method can analyse writing ability in second semester of English Educational Program at STKIP Nurul Huda OKU Timur. Descriptive method used by researchers in this study. The subjects in this study were second semester of English Educational Program at STKIP Nurul Huda OKU Timur. Documentation were used in this study to collect the data. Based on the results of this study, it can be concluded that the skills of writing a descriptive text in the second semester of the English education program at STKIP Nurul Huda was in average level.

The last research was conducted by Ratnaningsih and Azizah (2019) entitled *"Error Analysis in the Descriptive Text Writing of Vocational High School Students"*. The purpose of this research is to analyze errors in writing English texts in secondary schools and also to identify what factors trigger these writing errors. The researcher asked the students to do a descriptive text writing test, the subject of this research consisted of 30 students. The descriptive

qualitative method was used by the researcher in this study. The results obtained from this study were errors that often occurred in students when writing descriptive texts such as the use of wrong capitalization as many as 60 errors (14.67%) and 3 sentence errors (0.73%). The most common errors found were transfers between languages with 172 errors (42.05%) and communication strategies with 49 errors (11.98%).

From the five studies that have been carried out, the researcher concludes that there are many aspects and factors that influence students in writing descriptive texts and previous research has focused on each factor or aspect only. In this study, the researcher will conduct research that is slightly different from previous studies that have been conducted. The researcher will conduct the research on students' abilities and difficulties faced by students when writing a descriptive text by combining and analyzing the aspects that have been mentioned above to determine students' abilities and difficulties in writing a descriptive text.

1.2 Theoretical Framework

1.2.1 The Concept of Writing

There are four language skills, namely speaking, listening, reading, and writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003). According to Byrne (1984) writing is a medium for communicating, especially for indirect communication or someone who wants to communicate is not present directly. Meanwhile, according to Harmer (2001) writing is a form of expression of feelings through communication.

Writing and speaking skills are called productive skills where they produce language more than receive it (Sprat et al., 2005). One of our ways to communicate with others is by writing.

According to Kern (2000), one form of functional communication is writing, which can enable students to express their own writing designs. There are four language skills that must be mastered but writing is considered a difficult language skill. Students or writers must be able to master several aspects such as vocabulary, content, grammar, mechanics, and organization in a balanced way. Nation (2009) stated that the activity that prepares us to speak, read and listen is to write. By writing, we can prepare the words we have received to be productive. Writing is also considered an indicator of the success of students in learning English. Since writing is a productive skill, it can also help students develop the ability to express their feelings and thoughts. Writing, speaking, and listening are communication skills that are important in all subject areas of the course. This is because students should be able to communicate in the target language in written and spoken language.

Boardman and Frydenberg (2002) states that writing is an activity that makes the thinking process continue to organize the content of the writing that the author writes. This means that the author must be able to develop and arrange the main ideas in writing so that it becomes a continuous sentence and can form a good paragraph. This process is carried out until the author succeeds in creating a paragraph. It can be said that physical and mental processes are needed by students to express messages, feelings, ideas, opinions and experiences through words in writing skills (Brown, 2007). Among the four existing language skills, writing is one of the most important language skills and must be mastered by students so that students can express their ideas through a paragraph or writing. Based on the definition given by the experts above, it can be concluded that writing is one of the important skills that must be mastered by students in language learning. By writing, students can express their ideas in the form of written words.

1.2.2 The Elements of Writing

In writing there are several aspects that must be mastered by students in order to be able to write sentences correctly, make good paragraphs, use punctuation and grammar correctly, and use vocabulary appropriately. According to Brown (2004) there are five important writing elements, those are content, organization, grammar, vocabulary, and mechanics.

a. Content

Good writing means that the author can represent the content in the writing to the reader. The content in writing or text must be relevant and can clearly describe the title of the text completely. According to Brown (2004), writing in English is one measure of mastery ability in English in which the writer must be able to organize, develop ideas, and support these ideas with evidence or examples in one topic of the writing.

b. Organization

Organization in writing includes arrangements such as introduction, body, and conclusion in a text or writing. According to Oshima and Hogue (2007), the main structure in the organization of writing consists of three parts, those are the main topic, the details that support the content of the writing or supporting detail, and the last is the conclusion. The main topic can also be referred to as the main idea of the paragraph that the writer writes. Supporting detail or detail that supports the content of the text or paragraph that is usually developed with an explanation, examples, facts, and certain reasons also contain quotations. And the conclusion is the final part of the paragraph that provides an important point or content for the reader at the end of the paragraph.

c. Grammar

Structure of language or what we usually call grammar, grammar is a type of language rule

that regulates the criteria for using words and sentences. The position of the study of grammar is the main one in language learning, especially in the structural approach. Grammar is a study material for language teachers and learners. According to Coghill and Magendanz (2003), a rule that regulates the structure of language is called grammar, with grammar words can be arranged so as to form meaningful sentences and can be understood meaning. Swan (2005) says that a rule that regulates how words are arranged, changed, or combined to form a sentence with a certain meaning is called grammar.

d. Vocabulary

According to Linse and Nunan (2005), vocabulary is a collection of words that each individual knows their meaning. Meanwhile, Lehr et al (2004) said that a set of words or phrase used for writing, speaking, reading, and listening is called vocabulary. Therefore, if a second language learner has a lot of vocabulary that has been mastered, it can improve the development of the language. A person cannot communicate effectively in expressing what they want to say in spoken or written form if they do not have a lot of vocabulary mastery.

e. Mechanics

In writing, there are mechanics consisting of several parts, those are punctuation, capitalization, and spelling, all of which are used to express an expression in writing. According to Oshima and Hogue (2007), mechanics is divided into three parts, namely spelling, punctuation, and capitalization. Spelling is the correct form of a word so that its meaning can be understood. While punctuation is a sign where readers can know when a sentence or paragraph will stop and will start again. Punctuation marks include periods, commas, colons, apostrophes, semicolons, and quotation marks. These all make it easier for the reader to understand the meaning of a paragraph. Capitalization, capitalization is used to

code to the reader that a new paragraph or sentence begins, capitalization is the use of capital letters at the beginning of the sentence.

1.2.3 The Concept of Descriptive Text

Text that aims to describe or define information is descriptive text. Descriptive text is usually used to describe a certain place, person, animal, and object according to Gerot and Wignell (1994). Meanwhile, Oshima and Hogue (2007) stated that descriptive text can stimulate the reader's senses by describing an object, and how the object can be seen, smelled, tasted, or heard by our senses. A good descriptive text is a text that can describe a "word picture" that the reader can imagine about the object being described. The descriptive text also has the structure of writing text and language features such as types of text in general, which will be discussed below. According to Emilia (2014), each genre of text has its own generic structure and language feature to express an expression in the text to be conveyed to the reader. There are two elements that are required for a descriptive text, namely identification and description paragraphs in the descriptive text (Derewianka, 2011).

The explanation of the generic structure in the descriptive text is discussed below.

- a. Identification: the identification part of the descriptive text aims to introduce the reader to a place, person, animal, or object that will be explained or described through paragraphs in the descriptive text (Gerot and Wignell, 1994).
- b. Description: the description part of descriptive text usually describes in more detail an object, place, or person that is the topic of the descriptive text. Usually, in the description part, the author explains in detail the characteristics of the object being described such as color, shape, size, characteristics, and so on that indicate the place, animal, person, or object being described.

Related to the linguistic characteristics, Derewianka (1990) states that in descriptive texts, the following linguistic features are used;

- a. Use certain nouns or focus on one topic (for example, house, chair, building, food, etc.);
- b. Use simple present tense as the dominant tenses (eg, Italy has some famous Cities. One of them is Rome);
- c. Using various kinds of adjectives that are describing, numbering, and classifying (for example, large, various, numerous, and approximately);
- d. Use connecting verbs to provide information about the subject (such as is, am, are);
- e. Use action verbs that provide additional descriptions of the behavior performed by the participle in the text to support the description or description of the text (for example, visit, grow, walk, serve, and so on);
- f. Use adverbs to provide additional information (eg, on the island Madura).
- g. Use adjectives and adverbs to add information to verbs and nouns so that the author can describe in more detail the topic in the text.
- h. Use adverbial phrases to add more information about a manner, place, or time.

The descriptive text has four types of text that can be described, including;

- a. Describing process

In this type of descriptive text, the author describes a process for a particular topic, not only explaining how something can be achieved but also explaining how to achieve something, what steps are needed, and then explaining from the initial stage to the final stage how the process of achieving the topic is carried out.

- b. Describing an event

In describing an event, the writer must be able to clearly describe the event. For example, the author will write about the examination of viruses in animals, so the author must describe in detail and clearly all the sequences of events that occurred at the event so that readers can imagine clearly in their minds the actual events that occurred at the scene. So that these events can be conveyed clearly through the descriptive text that has been written.

c. Describing personality

The author must be able to identify individual characteristics when he/she wants to describe someone through descriptive text, we can describe someone through physical (eyes, skin, hair, height), intellectual, emotional (warm), and attributes (honest, humble, trusting). Therefore, it is important for the writer to recognize the characteristics of the individual who will be described through descriptive text.

d. Describing place

The author must be able to clearly describe in a descriptive text how the shape of the building of a school, house, swimming pool, bus terminal, market, or library so that readers can imagine clearly in their minds the object of the building or place that they are read through the descriptive text.

Below is the example of descriptive text for describing place.

My Best School

My Senior High school's building is too far from my house. I usually ride motorcycle to go there. It takes around 15-17 minutes to arrive in that place. Aside from daily routine like study in school which start from 7.30 a.m. until 1.30 p.m., I also do another extraculcular like basketball exercising or playing music in the studio with my classmate. →

Identification of
Paragraph

My school is big and amazing. It is different from another school. This place has football field and auditorium for meeting and performing a drama. The main building of this school has 30 rooms. Each grade divided into 6 classes. So the total room that can be used to learning and studying by students is 18. Then, there are more rooms for another activity like teacher office, headmaster room, cafetaria with cheap price and etc. In addition, my school also has two basketball court, one laboratory for science, and one computer laboratory. Moreover, this school has the nice hall which we call as pendopo, one Al-Ikhlal mosque, 3 clean toilets and large parking area for students and also guests. One place that I love most at my school is the fish pond. At the break time, I always sit there to find inspiration by seeing the fish swimming in the pond. →

Description of Paragraph

1.2.4 Writing Strategies

The significant impact on the development of communicative competence is believed to come from language learning strategies (Anggarista & Wahyudin, 2022). In writing, there are several writing strategies or techniques that can be used by writers to develop their ideas when writing, including brainstorming, clustering, listing, outlining, and free writing.

a. Brainstorming

There are several ways or strategies for writers to express their ideas, one of which is a brainstorming strategy. The brainstorming strategy helps writers to be able to put their writing ideas on paper quickly. This strategy helps the writer to record and express the ideas that are in the writer's mind starting from a significant word or phrase. When the writer reaches a phase where he/she can't come up with his/her own ideas, they can ask a friend to help brainstorm some topics to write about. According to Smalley (2012), Brainstorming is a writing strategy that can be used to stimulate thinking to get new ideas. When using a brainstorming strategy, let your mind go where you want and quickly jot down any ideas that come to your mind. Gebhard (2006) said that one of the popular activities used by a writer is brainstorming, where a topic or idea is introduced by students. When in the class, usually the teacher asks students to provide ideas for the topic to be written, after that the teacher writes the ideas given by students on the blackboard. Usually, this brainstorming strategy is used in small groups aimed at exchanging ideas or brainstorming when you want to write.

b. Clustering

Clustering or commonly known as diagramming (mapping) is very easy for a writer who thinks of ideas visually. The author can draw a circle and write down the main topic in the circle and make branch circles for other ideas related to the main topic. According to Smalley (2012) clustering is writing down or visually describing ideas. Meanwhile, according to

Gebhard (2006) clustering is how students use keywords that are described or placed in the middle of the page and then other students or teachers record all free input ideas from other students related to keywords or main topics and group similar words. With this technique, students or writers can start drawing a circle in the middle containing the main topic or idea, and then the writer can draw branching lines into smaller circles to form sub-ideas or other ideas related to the main topic. By using the clustering technique, the author can collect the main ideas or topics by grouping these ideas which will later be assembled into paragraphs or text.

c. Listing

One of the popular writing strategies is listing, listing strategy is popular among writers because we often use this listing technique in our daily lives. When the writer uses this technique, the writer also makes a list of the writing process about the ideas obtained. Listing not only helps the author to find the main topic but also helps the author to generate the main points and main details in the paragraph or text. According to Oshima and Hogue (2007) listing is a prewriting technique where the writer writes the main topic on paper and then writes a list of words that you can think of quickly that are related to the main topic.

d. Outline

Outlining the ideas the writer has come up with is one of the best ways to organize paragraphs before the writer starts to write. According to Stanley (1988), an outline is a writing scheme written by the author. The writer writes all their ideas based on the main idea they get, then the writer starts to sort their writing with other ideas so as to create a continuous writing between the main idea and other ideas. When the author has several main

topics, the author can start to create an outline for the topic idea. When making an outline, the author must make an introduction, several bodies of paragraphs, and finally a conclusion.

e. Free-writing

In freewriting, the writer is free to write endlessly about the idea he/she is thinking about. Errors in punctuation or spelling are not a problem in a free writing strategy. According to Smalley (2012), free writing is writing without stopping. It can be interpreted that free writing is expressing or writing any idea that comes to the mind of the author without worrying about the correct or wrong spelling or grammar used. Brown (2001) says that free writing is very useful for generating ideas or a topic for writers.

1.2.5 Students' Problem in Writing Descriptive Text

According to Byrne (1988), there are several categories of problems that make students have difficulty in writing texts. The first is cognitive difficulties (organization and mechanics), linguistic difficulties (language use and vocabulary), and the last is psychological difficulties (content aspect). Cognitive difficulties are usually caused because students cannot think about certain patterns in the text to be written and organize their thoughts so that the text they write can be understood by the reader. Milah (2015) said that the difficulties faced by students in writing usually occur due to a lack of students' knowledge of how the writing process, difficulties in expressing ideas that will become topics, lack of planning and strategies to organize texts, and lastly students often have difficulty with writing mechanics such as about the use of capital letters, paragraph arrangement, spelling, and punctuation.

According to Harmer (2007), lack of knowledge about the writing process, lack of strategies in producing text, having difficulty in the mechanics, and not having the desire to revise writing are factors that trigger students to become increasingly difficult to master writing

skills. Furthermore, linguistic difficulties, according to Kristiana et al (2021) in linguistic difficulties writers must be able to ensure that they can convey the sentences they produce in the text well and can be understood by readers, both in connecting and ordering sentences in a row, as well as through choice of structure in the sentence. Kristiana et al (2021) also mentioned that in writing a descriptive text, the difficulties often faced by students include aspects of vocabulary mastery and grammatical items. Hanafi (2018) said that the difficulties that occur in students when writing a descriptive text are the lack of mastery of grammar such as the simple present tense, difficulty in describing an object in detail, lack of creativity, and inability to write correct spelling and vocabulary.

Meanwhile according to Kristiana et al (2021), psychological difficulties experienced by students include, firstly, students think that they do not have much experience in writing and this makes students' self-confidence and motivation low. One of the most important aspects that teachers must do when teaching in the classroom is motivation, which is used to facilitate students in the learning and teaching process (Sinaga & Oktaviani, 2020). Second, many students think that writing in a second language is a difficult activity, and the main reason for psychological problems (content aspect) is the lack of writing practice for students.