

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of writing

Skills are an act of self-development to continue to learn Hari Amirullah (2003:17). Skills can be shown through the specific actions performed or how the skills are used. Many activities are considered as skills, which consist of a number of skills and the degree of mastery that a person has in these activities, one of which is writing skills.

Writing skills are specialized aptitudes that enable authors to communicate their ideas in relevant ways and engage readers on a deeper level. According to Abbas (2006:125), Writing skill is the ability to express ideas, opinions and feelings to other parties through written language. Writing skills are also determined by the accuracy of the use of language elements, the organization of discourse in the form of essays, the accuracy of using language, and the choice of words used for writing.

Writing is expressing thoughts, feelings, experiences, and reading results in written form, not in spoken form. Djibran (2008:125). Meanwhile, according to Nurgiyantoro (2001: 273), writing is the activity of expressing ideas through the medium of language. And also writing is synonymous with the discourse, and discourse is discussed in terms of its purpose, it relates to the functions of language, and in terms of its features, which are the separate elements, devices, and mechanisms of language. Jones in Cooper and Odell (1977:33). To support the notion of writing put forward by Jones in Cooper and Odel (1977:33) Brown (2001:335) also argues that writing is in the form of writing as outlined by thoughts, then processed by drafting and revising which requires special skills how to in order to generate ideas, how to arrange them in harmony, how to make use of consistent discourse markers and rhetorical standards in entering written

texts, how to change texts to make their meaning clearer and how to process the final product and then edit the text with proper grammar.

Based on the definition of writing above, it can be concluded that Skills are "skilled; dexterous; ability". That way writing skills are the ability to get new ideas by expressing the thoughts and feelings of the author when presenting them in written form as a whole, complete, and clear, so that the ideas outlined in written form and words are easy to understand. and understood by others for communication or recording purposes. Writing can also be interpreted as a communication skill without speaking because writing produces written language.

2. The Purpose of Writing

In the process of writing, the author has a goal to convey a message to both the recipient and the reader. Authors must write for a specific purpose. Therefore, they must choose the right and structured word to achieve that goal. Tarigan (2013, 23) says that the purpose of writing (the write's intention) is a response or the answer the author expects from the reader. Tarigan also outlines some of the known purposes of writing. According to Tarigan (2013, 24) the purpose of writing is shown by several purposes of writing, namely:

- a. Tell or teach, Information discourse is a type of writing that aims to tell or teach something.
- b. Convincing or urgent, aims to convince or urgent commonly called persuasive discourse.
- c. Entertain or delight, Literary writing, also known as literary discourse or literary conversation, is writing that aims to entertain, please, or has an aesthetic purpose.
- d. Expressing/expressing strong feelings and emotions, "Expressive discourse" is a term used to describe strong and deep feelings and emotions. As for other ideas related to the purpose of writing, when viewed from the perspective of the author, Novitasari (in Dalman 2016: 24) states that certain goals encourage writing:

a) Assignment

Mostly, students write papers to fulfill assignments given by instructors or institutions. Writing in this type can be in the form of papers or free essays.

b) Aesthetic

In many instances, artists engage in writing with the aim of crafting beauty, particularly in poetry, short stories, essays, and novels, to realize aesthetic objectives. The author contemplates the choice of words and employs a freeform approach in this pursuit.

c) Lighting

In terms of this explanation, the author must be able to provide various information to readers, including information about politics, economics, education, religion, social, culture, and so on.

From the purpose of writing, we can draw the conclusion that the purpose of writing is the way the writer shows or conveys information, entertains, and expresses feelings through writing to readers or respondents.

3. The Importance of Writing

In learning at school, It is important for students to be good at writing. Writing is one language skills used to communicate indirectly, not face to face with other people (Tarigan, 2008: 3-4). Writing is something that is very important for students when learning, writing is also one of the important aspects of listening, reading, and speaking. Harmer (2004: 31-33) states that writing provides benefits for students to have more time to think than when speaking. Writing is also useful for channeling hobbies and activities that focus on something like language practice, writing dialogues, writing diaries.

The benefits of writing also bring many advantages according to Chappell (2011) which states that writing is able to express the personality of the writer, improve abilities, develop communication with readers, are good at logical and convincing arguments, and are useful for preparing oneself in the field of career and school. Meanwhile, Maley (2009) also

emphasizes the benefits of creative writing that will help improve language such as grammar, vocabulary, phonology and discourse.

From the discussion above it can be concluded that the benefits of writing are very varied and have a myriad of benefits, by writing one can channel one's talents and hobbies, by writing we can also express what is on our minds and feelings that are being felt. So that writers can channel their creativity, write one way to express what's on their mind, that way someone has broad thoughts even though they don't convey what they think by speaking.

4. Aspects of Writing

When writing students need a lot of grammar and vocabulary so that the writing looks good and correct and comfortable for the reader. There are several aspects that need to be considered in writing according to Munirah (2018: 94) including, namely, the content of the idea, the organization of the content, grammatical, vocabulary, and spelling. Meanwhile, according to Nurgiantoro (2001: 306-308) the aspects contained in writing are as follows:

a. Content

Content is a collection of information that helps the topic being discussed. In terms of content, the writer can issue his ideas in detail so that the description focuses on the main topic when writing.

b. Organization

The organization allows how students to organize their ideas. The organization of the text is clear, good organization, sequences are logical and cohesive.

c. Vocabulary

The importance of vocabulary mastery in an effort to master writing skills, therefore students must be able to match vocabulary when choosing or using vocabulary in each sentence.

d. Grammar

The rules of language that govern how words are combined. Grammar makes writing more meaningful because it can be used in a variety of sentence structures.

e. Mechanic

Mechanism refers to the way students write. Paragraphs are a collection of sentences that require good spelling and punctuation. Paragraphs will not be read if the wrong punctuation marks are used.

5. The Elements of Writing

In writing there are several elements that must be learned so that writing looks perfect, these elements consist of development, unity, and coherence. According to Savage and Shafiei (2007:5), a good paragraph must incorporate integration, development, and unity. So with that, the sections will be explained regarding the elements of good writing.

a. Development

Development is the first element of good writing. Savage and Shafiei (2007: 6) states that to develop a paragraph writing, the writer must understand the development of a paragraph, the writer must provide specific details and all the information needed by the reader. In developing paragraph writing that should cover the topic, support the written text and meet the interest of the reader. Development is also tied to the details and specifics of a piece of writing.

b. Unity

Unity means writing a paragraph that only discusses one main idea from the beginning to the end of the paragraph, then the second part of the unity has supporting sentences that must be explained directly to prove the main idea. Oshima (2006:18). To support the idea of Oshima (2006: 18) regarding unity in writing paragraphs, Savage and Shafiei (2007: 12) also says that paragraph writing must have unity if it has one topic that does not move to another topic, although the examples can be

different. In other words, a paragraph has unity when all the sentences in it support the main idea.

c. Coherence

Cohesion has an important role in being written for hard copy. Cohesion is also built and processed to be recorded and cohesion is expected to seek connected relationships in each sentence. According to Halliday and Hasan (1976:27), "Cohesion is the potential to connect parts of the content to one another that are bound to each other so that there are no consequences for a content that has several parts in it." Cohesion denotes "solidarity", which is the unity of text or speech.

Halliday and Hasan (1976:1) also stated, "If one English speaker listens or reads carefully a part of a language that is more than one sentence long, usually they can choose whether only the whole sentence or some sentences are not clear." Cohesion is the best method to interface thoughts with each other in a book or part thereof. This can help content become aware.

B. Descriptive Text

1. Definitions of Descriptive Text

In learning English, there are various types of text that must be learned at school, starting from descriptive text, narrative text, recount text, report text and several other types of text. In this study, researchers will focus on the presentation of Descriptive text. According to Kosasih (2006: 26) Descriptive text is an essay that describes an object with the aim that the reader feels as if he sees the object depicted himself. while descriptive writing according to Tompkins (Rini Kristiantari, 2004: 119), is a type of writing that describes an object. The depiction of objects can be carried out by expressing in particular details and the impressions generated by sensory perceptions. However, to describe it requires effort in sharp and careful observation of objects. To support the definition of text description Mahsun (2014:28) also emphasized that descriptive text is a text that has a social

purpose to describe an object or objects individually based on their physical characteristics. Descriptive text is also a type of essay in which the writer describes something so that the reader can see, hear, smell, and feel what is described.

If it is concluded that the definition of descriptive text is one text that explains or describes something, such as people, animals or an object, both in shape, characteristics, quantity and so on. Descriptive text is written with the simple aim of describing, representing, or expressing a person or object, both abstract and concrete. Therefore, descriptive text is written in simple and concise language so that the contents can be understood easily.

2. Generic Structure of Descriptive Text

Generic structure is the general form of a genre, each genre has its own generic structure. The generic structure describes a structure in the text based on the internal pattern of its rhetorical organization. Paltridge (1996)

When writing descriptive text there are several generic structures that must be known so that writing descriptive text is correct, including:

- a. Identification, is an introduction in the form of an overview of a topic to be described. At this stage the writer identifies the phenomenon to be described, such as mentioning the name of the place or building to be described and the reason.
- b. Description, contains the special characteristics of the object, place, or person being described. Like the appearance, the properties described, physical, and so on by writing specifically. At this stage the writer describes the parts of the character.

3. The Grammatical Features of Descriptive Text

Descriptive text has grammatical features that are used to increase students' knowledge, namely :

- a. Language Features (simple present tense, action verb, and adjective)

Descriptive language is a way to increase the depth of writing. Descriptive language can be used in both fiction and non-fiction texts.

This includes using descriptive words such as adjectives, adverbs, or descriptive verbs to provide more detail about the story.

According to Peronity (2011: 1), “the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun”,

According to Azhar (2005), the simple present tense follows a pattern that includes verbal and nominal phrases.

According to Parrot (2004: 18), adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses.

b. Vocabulary

Vocabulary is often associated with descriptive text, words listed in the item being described, such as its physical characteristics, purpose, behavior, or even its location if it is a place, are often used in descriptive text. Students benefit from learning vocabulary as it improves their ability to speak, write and listen clearly.

According to Zhihong (2000), words serve as the fundamental components of language structure. Effective communication and expression of ideas are hindered without an adequate vocabulary. A restricted vocabulary poses a hurdle for students acquiring a foreign language. Zhihong suggests that failure to understand how to enhance one's vocabulary can lead to a waning interest in the learning process over time.

c. Mechanics

In terms of mechanics, Cohen and Edwin (2008: 306) define it as the degree to which the message is expressed in formal, grammatically accurate English. Students' proficiency with proper capitalization, punctuation, spelling, and handwriting is covered in mechanics. This section is written about with minimal weight. The mechanics component of the curriculum aids students in solidifying new concepts, vocabulary, and textual organization.

C. Previous Study

In this study, researchers have found several relevant previous studies

1. Ade Dwi Jayanti (2019) entitled “Students’ Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang” As per the results of the study, the students demonstrated a range of writing abilities. Their skills in identification varied from good to average, whereas their proficiency in descriptive writing ranged from fair to poor. Language use and vocabulary showed very poor performance levels, and mechanics fell within the fair to poor range. Additionally, the findings unveiled that students encountered challenges in accurately identifying things, connecting ideas logically, understanding the usage of simple present tense, possessing a limited vocabulary, and avoiding technical errors in their writing.
2. Eni Ismayanti, Abdul Kholiq (2020) entitled “An Analysis Of Students’ Difficulties In Writing Descriptive Text” This research was centered around students in the tenth-grade science program (X MIPA) at SMAN 1 Sukodadi. The research approach employed here was quantitative descriptive, utilizing data collection methods that included documentation and interviews. The results of this investigation reveal that students in the MIPA 6 class of grade X face challenges when it comes to crafting descriptive texts. These difficulties are primarily linked to issues related to the text's overall structure, grammar, and spelling. Moreover, the study sheds light on the underlying reasons behind students' struggles in composing descriptive essays. These reasons encompass a limited comprehension of the subject matter they are tasked with writing about, a lack of motivation to learn English, and a deficiency in their skills for text composition.
3. Afza Himmaturrijal Ismail (2018) entitled “An Analysis Of Students’ Ability In Writing Descriptive Text”: This research focused on a group of 33 eighth-grade students from SMPN 2 Selong. The research design employed in this study was quantitative descriptive. The researcher evaluated the students' writing samples based on five key factors:

mechanics, grammar, vocabulary, and the development of ideas. The main objective of this research was not only to assess the students' writing skills but also to pinpoint their strengths and weaknesses, which were categorized into five levels: excellent, good, average, fair, and poor. Among these factors, the element related to organizing ideas received the highest mean score, reaching 63, suggesting that the eighth-grade students at SMPN 2 Selong possessed strong writing abilities. However, in the realm of grammar, the eighth graders at SMPN 2 Selong received a mean score of 37, indicating that they had insufficient writing skills in this area. Grammar was the lowest-scoring category, denoting poor writing skills among the students. Considering the overall mean score of 54, it can be concluded that the students' ability to write descriptive text during the 2017-2018 academic year was reasonably competent.

4. Dewi Purnamasari, Hidayat, Kurniawati (2021) entitled "An Analysis Of Students' Writing Skill On English Descriptive Text" This research investigation employed a descriptive quantitative research approach, focusing on eighth-grade students from SMPN 16 South Tangerang. Its primary objectives were to assess the writing skills of these students in relation to English descriptive text, examining five specific indicators, and to identify the challenges they encountered in composing English descriptive text. The data collected consisted of students' written descriptive text assessments, which were subsequently analyzed using Heaton's theory. The findings revealed the following: 1) 43% of students achieved scores within the average to good range for content, 2) 44% fell within the average to good range for organizational skills, 3) 37% scored within the average to good range in terms of grammar usage, 4) 33% demonstrated very good to excellent use of vocabulary, and 5) 27% performed at a very good to excellent level in writing mechanics. The study also identified several difficulties faced by the students when composing descriptive text. These included challenges in idea development, insufficient subject knowledge, and difficulties in employing the simple present tense.