CHAPTER II
LITERATURE REVIEW

A. Definition of Writing

There are many ways to give an idea or message from one source to the others, one of them is by writing. Writing is a way to communicate by expressing knowledge or ideas possessed by a writer. Nesamalar, Saratha & Teh, (2001) cited in Pour-Mohammadi *et al*., (2012) Writing is the skill that most students are least proficient in when acquiring a new language. Through writing, writers can convey ideas and convince others. So, the effectiveness of using sentences to convey ideas is part of the goodness of writing, which makes it easier to understand the meaning of the writing by the readers.

According to Hyland, (2003), writing is a way of sharing personal ideas that are built on a particular topic. Furthermore, Nunan, (2003) state that writing is the mental activity of generating ideas, considering how to communicate them, and putting them into sentences and paragraphs that the reader will understand. When you first write something down, you have already thinking about what you are going to write and how you are going to write it. After you have finished writing, you read over what you have written and make changes and corrections. It means that writing is an activity that use thought, mind, and feeling based on what the writer want to write (Oshima & Hogue, 1998).

Based on all those explanations above, writing descriptive text is a process or activity of decribing a particular person, place or thing in a form of text that can be understood by the reader. The students needed to know how to write and how to make a good sentence. Therefore, the reader could understand the massage or the information of the written text. This also meant that writing is use for communicating ones idea in written form to the readers. Writing is a complex skill that included the capability to organize the ideas based on the right structure and it could be understood by a reader.

B. Component of Writing

In order to produce a good text, a writer could follow the component of writing. Brown (2004) stated that there are five component of writing:

1) Organization

Organization means how a writer organizes his writing. Organization needs to deal with the arrangement of writing so that readers can easily understand the structure of writing. Harris, (1979) states that organization is defined as the way the author communicates with his readers. In descriptive text, organization is the generic structure, which identification and description.

2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop the ideas into writing logical. The logical development ideas of writing will make readers easy in getting the substances of writing. According to Roza *et al*., (2017), content can be interpreted as a person's way of developing ideas into writing. In descriptive text, content means developing the theme.

3) Grammar

In writing, especially in english, a writing has to employ the grammatical forms and syntactic patterns. According to Debata, (2013), grammar is a force that directs us to be able to organize words into sentences. In the grammar, it consists of two topic, the first is arranging the word that includes noun, pronoun, verb, adjective, adverb, preposition, etc. and the second is arranging the sentence (tenses) the researcher only focuses to analyze arranging word and arranging sentence, but in arranging sentence the researcher only focuses on simple present tense. Furthermore, Mabuan, (2015) states that there are seven categories of grammar problems, such as the misuse of verb tense, subject-verb agreement, prepositions, morphology, articles, verbs, and pronouns.

4) Mechanics

Mechanics is the use of graphic conventions of the language. It includes the correct use of punctuation and spelling. According to Saputra, (2014), mechanic aspect consists of punctuation, capitalization, and spelling

5) Vocabulary

Vocabulary is an aspect of writing that judges the writer in choosing the vocabulary used to compose sentences.

In addition Tribble (1996) mention that, there are five fundamental aspects which have to fulfill in writing activity. The five aspects of writing are as the criteria of good writing, such as content, organization, vocabulary, language, and mechanics.

1) Content : the ability of develop the writing thoughts express, content related to the topic.

2) Organization : the ideas obviously stated and supported, logically sequenced, connective in appropriately way.

3) Vocabulary : the selection of words that matces with the topic or content.

4) Languages : the ability to use of structure forms and syntactical pattern.

5) Mechanics : the use of graphic convection of language such as punctuation, spelling, and capitalization

Based on explanation above, the researcher could concluded that there are five component in writing which must be known in to be good writing and it use in scoring writing ability. They are content, organization, vocabulary, languages / grammar and mechanics.

C. Difficulties in Writing

Writing skill is difficult since it involve not only generating and organizing ideas, but also such as control of content, format sentence structure, vocabulary, punctuation, and spelling. According to Richards & Renadya, (2002), writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only generating and organizing ideas, but also in translating these ideas into readable text. The difficulty becomes more noticeable if the student language proficiency is weak.

Supported by Brown, (2004), he adds that the types of writing difficulties are contents, organization, grammar, vocabulary and mechanics. Moreover, Broughton, (2003) has categorized there are several aspects that need more attention, these are; (1) Mechanical problems with the script of English (2) Problems of accuracy of English grammar and lexis (3) Problems of relating the style of writing to the demands of a particular situation (4) Problems of developing ease and comfort in expressing what needs to be said.

Based on explanation above, the researcher would only focus on students difficulties according to Brown. The researcher chose Brown theory because it is more detail and covered all aspects of the writing difficulties or problem, such as contents, organization, grammar, vocabulary and mechanics.

D. Cause of Difficulties in Writing

Cause is a reason for an action or condition. According to Alfaki, (2015), there are five causes of students' difficulties in writing. The following is the explanation:

1. The Nature of Writing

   Grabe and Kaplan (1996:6) cited in Alfaki, (2015) think that since writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill. Supported by Pratiwi, (2015) writers can describe their ideas in structured writing if the writer masters writing skills. This means that students who do not have good writing knowledge will have difficulty in writing. In addition, the lack of writing knowledge can make students get errors because they will not be able to present writing well.

2. The Lack of Motivation

   Motivation is an important thing that students need to have as a supporting factor for writing skills. Harmer, (2007) states that motivation is an inner state that can provide encouragement and regulate attitudes directly. According to Harmer, (2007), motivation is a kind of control within a person that spurs a person to achieve certain goals by doing something. It can be concluded that students' writing skills that are not accompanied by good writing motivation are not perfect. This will allow students to be lazy in writing, so it will affect the development of their interests and writing skills.

3. Inadequate of Time

   Writing is an activity that takes time. This is because many things need to be done in the writing process, such as making plans, formulating ideas, editing drafts, and finishing drafts. If students need to write in inadequate time, it will be difficult. According to Brown, (2001), the right time for writing can make students write well, while limiting writing time can make students demanded in writing. It can be concluded that writing in a small amount of time can make students feel under pressure. This can make them find it difficult to write so that writing cannot be done optimally. Writing in a limited time must become a habit first by students.

4. The Lack of Practice

   Writing is a skill that requires practice to be able to master. According to Ismail, (2011), when students devote their interest and take the time to practice writing, their writing skills can develop. Supported by Hedge, (2005) Students need to practice various forms and functions of writing and within these to develop the

different skills involved in producing written texts. In addition, a writer needs to write a lot to become a good writer.

5. The lack of teacher feedback

Giving writing feedback by the teacher is a significant thing to do. This is in line with the opinion Brown, (2001), who states that giving feedback to students is an important thing to do in the writing process to improve students' writing skills. According to Wahyuni, (2017), giving feedback will make students pay more attention to their strengths and weaknesses in writing so that they will also be able to take advantage of their strengths to improve their weaknesses. This means that if the writing feedback provided by the teacher is lacking, then this can help students from reducing their difficulties in writing.

E. Definition of Descriptive Text

Descriptive text is a type of text that that junior high school students in indonesia must learn. According to Husna, (2013) a descriptive text is a text which a writer tries to picture what he is describing. Description is use to describe a particular thing/object, place, or person. Moreover, Wyrick (1987) cited in Husna, (2013) states, "The writer of description creates a wordpicture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." In addition, Siahaan, (2013) descriptive text is a text which is intended to describe a particular person, place or thing. From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person.

F. Structure of Descriptive Text

Every text has a different structure based on the text itself. According to Gerot & Wignell, (1994), a descriptive text has two structural parts, namely identification and description. The following below is the explanation:

1. Identification

Identification is the first part of the descriptive text structure. In addition, Noprianto, (2017) identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. In general, identification contains only one paragraph with four to five sentences in

it. However, identification can also be found containing only one sentence. Identification aims to introduce a topic that the writer will describe.

2. Description

Descriptive is the second part of the descriptive text structure. This section contains a more detailed description. Description is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities

G. Features of Descriptive Text

Each kind of text has it own characteristics and language features. The student should understand and master all these language features especially descriptive text. Knapp & Watkins, (2005) state that there are several grammatical features of descriptive writing as the following:

1. In descriptive text, the present tense is predominantly use. Simple present tense is used to state fact, activity or repetitive activities. Positive sentence in simple present tense is using verb 1 or to be / is / am / are. If the subject is a single third person (he, she, and it), verb 1 must be added by suffix –s / -es. For example he eats, she goes, it seems, etc. The formula of simple present tense is:

   Positive sentence:

   a) Subject + verb 1 (+s/es) + object/adverb

   b) Subject + to be (is/am/are) + adjective/adverb

   Negative sentence

   a) Subject + do/does + not + verb 1+ object/adverb

   b) Subject + to be (is/am/are) + not + adjective/adverb

   Interrogative sentence

   a) Do/does + subject + verb 1 + object/adverb?

   b) To be (is/am/are) + subject +adjective/adverb?

2. Relational verbs are use when classifying and describing appearance/qualities and parts/function of phenomenon (is, are, has, have). For example:

   i. My favourite toy *is* a teddy bear because it is cuddly and friendly.

   ii. It *is* my friend too.

   iii. Turtles do not *have* teeth, they *have* a sharp beak instead.

   iv. Eric the Red *is* an old man. Eric the Red *has* a greatcoat.

3. Action verbs are use when describing behaviors/users. For example:

i. An ant has three body parts.

ii. Some ants have wings.

iii. The queen ant *lays* the eggs.

iv. Ants *live* in colonies.

4. Mental verbs are use when describing feeling in literary descriptions. For example:

    i. She *felt* unhappy.

    ii. He *liked* dancing.

5. Adjective are use to add extra information to nouns and may be technical, everyday, or literally, depending on the text. For example:

    i. Pos sums are *nocturnal* : Technical

    ii. It is *grey* and *brown : Everyday*

    iii. Her appearance was majestic : Literary

6. Personal and literary description generally deals with individual things. For example: my favourite toy, my house, my big bear .

H. Previous Study

There are several researchers who have conducted relevant research related to the difficulties of writing text. The researcher takes three previous studies as inspiration and consideration in conducting the study. Those studies have similarities and differences with this research. The following are:

The first research is the research conducted in 2013 by Junita Siahaan with the research title "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text." This research aims to find out tenth graders' ability and difficulties in writing descriptive text. A qualitative case study method is a method use in this research. The sample of this study is 9 students of one senior high school in Bandung selected based on the level of students English proficiency in writing descriptive text the students produced. In conducting the research, the writers use text analysis as the data collection techniques. The results show that the students representing the middle and high achievers had a good control about the schematic of descriptive text. The student also able to use appropriate linguistic features.

Based on the first research, there are three differences between the first research and the writer's research. The first differences is the first research uses

Senior High School students as research samples, while this research uses Junior High Scool students. The second differences is the first research only uses student text as research instrument, while this research uses students test and interviews. The third differences is the first research uses a qualitative case study as the method, while this study uses qualitative descriptive as the method.

The second research is the research conducted in 2019 by Fani Yosephin Situmorang and Paisal Manurung with the reserach title "An Analysis of Students' Difficulties in Writing Descriptive Text". This research aims to find out students' writing difficulties faced by eleventh grade in descriptive text. A descriptive qualitative method is a method use to describe this research. The sample of this study is 36 students selected by random sampling technique.

Based on the second reserach, there are three differences between the second research and this research. The first difference is the second reserach uses Senior High School student as research samples, while this research uses Junior High School students. The second difference is the second research only uses students' work as the research instrument, while this research uses student text and interviews. The third difference is the second research only focuses on analyzing students' writing difficulties, while this research do analyze not only students' writing difficulties but also analyze the causes.

The third reserach is the research conducted in 2021 by Nelly Kristiana, Wisma Yunita and Syahrial with the research title "Students' Difficulties in Writing Descriptive Text at The Seventh Grade of SMP Sint Carolus Bengkulu". This study aims to investigate the students' difficulties in writing descriptive text, the most dominant difficulty faced by the students, and the students' strategies to overcome these difficulties. This research uses a quantitative method. The research uses questionnaires and interviews. Junior high school students became the sample in this study.

Based on the third research, there are two differences between the third reserach and this reserach. The first difference is the third research uses a quantitative method, while this study uses a qualitative method. The second difference is the objectives, the third research is focused on three objectives. The third difference is the third research uses questionnaires and interview, while this research uses student text and interview. However, the third research and this research have similarities, such as the sample, which uses junior high school student.

Based on the several research above, all of these researches aim to analyze students' difficulties in writing descriptive text. However, this research has another objective of investigating the factors that cause students' difficulties in writing descriptive text.