

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section the writer would like to present concepts, purpose of writing, writing descriptive text, and types of descriptive text related to this study. This chapter also provides previous studies that are related to this study and a conceptual frame work.

2.1 Theory

2.1.1 Concepts of Writing

Michael Adelstein, Jean G. Piva (1976: 90) said that learning to write like learning practically any other skill involves three components: instruction, practice, criticism. It is like learning how to play a sport like tennis.

The teaching of writing skills aims at helping foreign learners of English to improve their writing of letters, stories, and other text. Speaking is usually spontaneous active, but writing is conscious process, which is planned and should be planned and organized. The instructor will criticize the students' efforts, what they are doing well, point out what they are doing poorly and show the students how to improve.

Voss and Keene (1992: 3) written why should bother with and purposes for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities to explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connection among ideas and language.
3. Writing creates reading, writing creates permanent, visible record of our ideas for others to read and ponder. Writing is powerful means of communication of reading information and shapes human thought.
4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education. Purpose for writing is to express yourself, provide information for your reader, persuade your reader, and create a literary work.

In Wikipedia's website, it is stated that according to William Caslon, writing may refer two activities:

1. The inscribing of the characters on a medium, with the intention of forming words and other construct that the represent language or record information.
2. The creation of material to be conveyed trough written language (there are some expectation, for example, the use of a type writer to record language is generally called typing, rather than writing.

Therefore, there some writing components that should be considered by a writer before she begins to write because without considering the components, we will not procedure a good writing.

According to Cohen and Reid in Yulianti's thesis (1979), writing as a communicative act, a way of sharing observations, information, thought, or ideas with others. Meanwhile, Bryne in Yulianti's thesis (1979) defined writing is transforming our thought into language. In other words, writing can be defined as a way of communication by transforming observation, information, thoughts or idea into language, so can be shared with others. Further, Bryne (1979: 115) added that is it neither easy nor spontaneous, it required conscious mental effort. Writing is not only just transforming our thought or idea in written form but also is related to the process rereading and revising our writing.

According to Raimes (1983), there are writing components that should be considered by a writer in order to produce a good writing. The components are:

1. Grammar: rules of verbs, agreement, pronouns.
2. Mechanics: handwriting, spelling, punctuation.
3. Organization: paragraph, topics, and supports. Cohesion, and draft.
4. Word choice: vocabulary and idiom.
5. Purpose: reason for writing.
6. Audience: readers (s).
7. The writer's purposes: getting ideas, getting started, writing draft.
8. Content: relevance, clarity, originality, logic.

2.1.2 Purpose of Writing

Walford (1985), Purpose of writing after attending the training, students are expected to: explain the purpose and stages of the process of writing that has endured, develop a range of activities for each stage of writing, explore the

possibility of barriers to implementing writing process approach in the classroom and possible solutions, teacher explains the emphasis or orientation of the existing Indonesian lesson on content standards and the benefits of activities to develop the ability to write/ compose.

Simulation teaching writing with the writing process approach teacher explains that in this simulation, students will act as student and teacher as a teacher. The teacher began by explaining that a meeting this morning. The students will practice writing descriptions text. Teacher ask students close them eyes for minute and shortly listen to what's happening around them, after that students are asked to write down what he had heard in detail. The teacher asks one or two students to read them writings and asked other students to whether the post value descriptive again.

Teacher asks students to read with attention to whether the description of them friend who made enough detail so as if the reader can see, smell, hear, feel/ taste or touch the object itself and there is impression that can be deduced from the detailed description that has been written. Teachers remind students that at this stage more concerned with the development of ideas and did not make a spelling errors, structures language, and punctuation. In giving feedback, students can circle words or underline sentences were deemed less descriptive. The students return each essay on the owners' vision of essays based on feedback from friends and they own invention.

2.1.3 Types of Writing

There are types of writing that will be discussed here argumentative, expository, narrative, and descriptive writing. They are explained below.

1. Argumentative Writing

The purpose of an argumentative writing is to persuade the reader to the writer's point of view as Rackham (1980:14) stated that an argument is a course of reason aimed at swaying or influencing the audience to believe in the truth of something.

2. Expository Writing

Collard and Clinch (1980) stated that in writing an expository piece of writing, the idea is revealing to disclose situation or series experience which are relevant to the topic that has been set. This may take form of being personal, or it may attempt to take a bird's eye view the objects to explore the meaning of the topics for others to able to see in and understand what it is about.

3. Narrative Writing

McCuen (1990: 15), writing is a piece of writing that chronicles a series event or action in a climatic. Narrative is a story told by someone who speaks to the reader in a particular voice and with certain personality, referred to as the narratives point of view, for example if a writer wants to tell a story or event from his/her childhood and wishes to tell it dramatically, she/he also might use point of view of child.

4. Descriptive Text

Smally and Ruetten (1968), stated that in description space is very important rather than time, therefore the sentence and details should be arranged according to what it looks like or where the objects being described is. Description is a type of writing in which the ideas arranged in terms of spatial relationship, but very often description is very much like an exposition. The object of description may be a person, a situation, landscape, and certain even, when we describe something. We are usually trying to give reader an exact and detailed impression of something in our experience. Science description are concerned with detail larger and more precise our vocabulary, the better the describing will be.

As we get started on our description easy, it is important for us to identify exactly what we want to describe. More than many other types of easy, descriptive essay strive to create a deeply affect through facts and statistics but by using detailed observations and descriptions.

It is great creative exercise to sit down and simply describe what we observe. However, when writing descriptive essay, we often have a particular reason for writing our description. Getting in touch with a particular perspective or emotion, example we want to write a descriptive essay about grandfather. We have chosen to write about grandfather's physical appearance and the way that interacts with people. However, rather than providing a general description of

these aspects, we want to convey our admiration for his strength and kindness. This is the reason for writing descriptive essay.

2.1.4 Types of Descriptive

Mark Anderson and Kathy Anderson (2003), Descriptive text is difficult enough to learn by students. Descriptive is a type of text function to describe particular person, place, or thing. The students can use simple present and adjective clause in writing descriptive text. The methods that are usually used to teach writing in the class are guided writing and individual writing. In guided writing method the student's activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students writing ability. The problem are students still feel strange and find some difficulties with English lesson especially in developing paragraph. Sometimes the teacher asks students to write or to make paragraph individually. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Writing individually does not work optimally to increase the students writing ability, because of the reason above the writer proposes a method in order to improve the student's ability in writing especially in writing descriptive text.

Descriptive text is used in all forms of writing to create a vivid impression of a person, place, object, or event for example describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat in your report descriptive writing is usually used to help a writer develop an place so that is that aspects their work, e.g. to create a particular

mood, atmosphere or describe a the reader can create vivid pictures of characters, places, object. Description is a style of writing which can be useful for a variety of purpose: to engage a reader's attention, to create characters, to set a mood or create atmosphere, to bring writing to life. Aims to show rather than tell the reader what something/someone is like relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs, is focused and concentrates only on the aspects that add something to the main purpose of the description. Sensory description what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind their noses were met with the acrid smell of rotting flesh, strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

2.2 Review of Related Studies

Eichelberger (1989) Review of related literature contains systematic and relevant description of the very latest fact and the result of the previous studies containing the theory, proposition, concepts, or the very latest approach related to the study that is going to carry out. The review of related literature also contains an overview to put the problem studied in wider context.

To help the readers to have a better understanding about the ability, the writer provides some previous studies in education field. These reviews might be useful for the reader to understand the ability in writing descriptive text.

Alfian (2008) was a student of Widya Mandira Catholic University. He did a research entitled "*A Study on Descriptive Paragraph Writing Ability of the*

English Grade Students of SLTP Adhyaksa 2 Kupang in the School Year 2007/2008". His study focuses on grammar and vocabulary. Based on the result of the study, he found that the students were able to write descriptive paragraph and their level of ability was classified as "average".

Tukan (2012) wrote a thesis entitled "*A Study on the Mastery of Narrative Text of the Second Year Students of SMAN 1 Adonara Barat in the School Year 2011/2012*". He discussed about the student's ability level in writing narrative text. His study focuses on narrative mastery. The method used in the study was descriptive method. This method was employed to clarify the problem of the study and to describe the result of the study. The result of the study showed in general that the second-year student of SMAN 1 Adonara Barat in the school year 2011/2012 was classifying as "Good".

Saru (2012) conducted a study entitled "*A Study on the Ability in Writing Descriptive text of the Second Year Students of St. Rafael Minor Seminary Kupang in the School Year 2011/2012*". She discussed about ability in writing descriptive text. The student described their favorite teacher, favorite artist, and favorite tourism resort and her study focused on grammar and form. In her study she found that the students were able to write descriptive text and ability level was classify as "Good".

2.3 Research Model

Eichelberger (1989:76) asserts that the final product of the review of related literature is the framework that is used to understand and conceptualize a problem

or issue. This may be comprehensive model that includes all relevant variables in the situation. More often it is a listing of the most important variables that must be addressed in a study of the problem and the associated rationales for the inclusion of those variables.

This study focuses on the ability in writing descriptive text of the tenth-grade students of SMAN 2 Kupang in the school year 2018/2019. Writing belongs to the four skills of learning language, including learning English, other than listening, speaking, and reading. There are four types of writing. Such writings include Argumentative Writing, Expository Writing, and Narrative Writing. This study focuses only Descriptive Writing.

According to the class level, SMAN 2 Kupang has three groups of students. This study is not done to all the three groups. It is only done to the tenth-grade students in the school year 2018/2019.

