CHAPTER II
THEORETICAL REVIEW

A. Writing

1. Definition of Writing

Writing is an activity to express ideas or thoughts and feelings in written form. It is the same as Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form. While Nunan (2003: 88) defines that writing is the process to invent ideas, think about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that one can use writing activity to convey their thoughts or ideas.

Oshima and Hogue (2006 : 265) states that writing is a process of creating ideas organizing them, writing a rough draft, and finally polishing the draft through editing and revisions. It tells about how to produce writing, we must do some steps above. In conclusion, writing is an activity to deliver thoughts, ideas, and feelings in written form and must do some steps.

2. The Elements of Writing

There are some elements of writing according to Nurgiantoro (2010: 441).

Those elements are:
a. Content

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the idea to describe the main topic.

b. Organization

Organization means how the writer arrange their ideas. The organization of the text is clear ideas, good arrangement, logic sequence and cohesive.

c. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so it make writing more meaningful.

d. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

e. Mechanic

Mechanic refers to the rule how the writers write. Paragraph is a combination of some sentences which need good speeling and punctuation.

All of the elements above for instance content, organization, grammar, vocabulary, and mechanic are the elements of writing.
3. The Process of Writing

Writing plays important roles in daily activity, one of them is to express their ideas and also share their thoughts to be a writing form. To write a paragraph students have to pass a process.

Harmer (2004: 4-5) stated that there were four main elements in writing process, namely:

a. Planning

On the first stage, writers had to think about three main issues, as follows:

1) Purpose

It is important to know the purpose of writing since it will influence many things related to a good writing result. By knowing the purpose, we can decide the most appropriate style of language; the text of type which they wished to produce; and the information which they choose to include. Therefore, the result will be effective to reach the purpose.

2) Audience

The audience here is the reader they will influence our language style.

3) Content Structure

It is important to consider the content structure that was how best to sequence the facts, ideas, or arguments which they had decide to include.
b. Drafting

This is the next step of writing. After constructing a good plan, writers are able to make a kind of draft consisting their material to be written. A number of drafts may be produced on the way to the final revision.

c. Editing

Once the writers have already done in making the draft, they should check their works. It means that we read again what we had written as a draft. It polishing a piece of writing from various aspects such as spelling, sentence structure, word choice, punctuation, capitalization and others. It might remove part of change section an added in information. Editing could minimize the mistakes and made the writing more effective.

d. Final Revision

Final revision is the last of process of writing after all of the processes had been done, they may re-write their final writing and publish it to be read by the readers.

Based on the processes mentioned before, it could be concluded that there were four elements in the writing process, those were planning (purpose, audience and content structure), drafting (organizing information logically), editing (“re see or “relook” at the draft writing) and final revision. After all process had finished, the result of the writing was ready to be published to the reader.
4. The Purpose of Writing

Every writing activity has purpose which means how the writer wants the readers to give response about what they have written. There are many purposes for people to write, Hugo and Hartig in Taringan (as cited in Leksono, 2011) summarized the purpose of writing as follows:

a. Assignment purpose

Assignment purpose is writing without any specific purpose. Someone writes because of being asked.

b. Altruistic purpose

The purpose of writing is used to entertain the readers, to reduce the reader’s sadness, to help the readers to understand and comprehend the feelings and their logic and to make their life more simple and joyful.

c. Persuasive purpose

This purpose is to convince the reader about the truth of ideas.

d. Information purpose

The purpose of the writing is to give information, explanation to the readers.

e. Self-expressive purpose

It is to introduce the writer to the reader. For example the writer writes his/her autobiography.

f. Creative purpose

This purpose to achieve artistic values. For example, the writer writes a novel or poetry.
g. Problem-solving Purpose

This purpose is to explain, explore, closely observe and make ideas and thoughts clear and acceptable by the readers. For example, a writer writes a tip to solve the problem related to overcome traffic jam.

Based on the purposes mentioned before, it was known that there were many different purposes of writing. Purpose usually be categorized into three categories: to entertain, to inform, and to persuade. This statement was strengthened by Morsey in Taringan (1994: 4) who stated that writing is used by educated people to record, unsure report, and persuade; and those purposes can be reached by people who can organize well their thought and express it clearly, this depend on the thought, organization, diction and sentence used.

Sometimes the writers have more than one reason for writing and often the purpose must be inferred from the text. Some used writing as media for self-expression, others used it to share their beliefs and feelings toward something that they interested in. Yet, others wrote to simply document whatever they were thinking at that particular moment in their lives.

5. Students’ Problem in Writing

There are some problems faced by the students in writing according to Nurgiyantoro (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy.
a. Organizing Ideas

Commonly the students’ problem in writing process is how to organize the idea into sentences. Nation (2009: 119), states that some learners are able to say what they want to write but have difficulty in putting it in written form. It is because the students get difficulties in developing idea. When writing, the students write contents that are not appropriate with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. We realize if we are not mastering the vocabularies well, of course we will get difficult in writing. most of students face this problem, because they are not mastering the vocabularies. They often write sentence which is not communicative. They usually choose incorrect words when they want to write something.

c. Grammar Accuracy

Generally, most of students don’t master English grammar well. They just start to learn English so their competence is still weak especially in grammar.

6. Criteria of Good Writing

In writing something, it is important for people to know the criterion of a good writing. Tarigan (1986:6) states that a goodwriting result shows the abilities of the writer;
a. To arrange the ideas in a good structure.

b. To write clearly not ambiguously, by use good sentence structure, language, and examples. Therefore, it makes the readers easy to understand the explicit and implicit meaning.

c. To write convincingly: it attracts the readers’ interest to the main idea of the writing; it can describe the main ideas logically and clearly. In this case, the writer should be able to avoid the use of words and phrase repeatedly. The use of words must support the main idea which want to be reached by the writer.

d. To critize her/his draft of writing then revise it to get the better one. The key of the successfullness in writing is the willingness and the abilities of the writer in revising his draft.

e. To show the willingness in using good punctuation and show the proud of the writer to her writing.

f. To give the satisfaction of the readers about his/her writing.

g. To avoid the readers’ confused, the good writing should be consists of various sentences so that the readers do not feel bored.

7. Previous Studies

There are two previous studies related to this research. The first research entitled “An Analysis of Students’ Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 29 Padang” Purnama (2013) discovered that the students at Grade VIII of SMPN 29 Padang were in avarage level in writing ability, the average of the stduents got the mean
scores under 60. Moreover, the students problem in writing recount text would analyze through writing test and questionnaire. The writing test result showed that the students have some problems in writing recount text. The students did not really master in content, vocabulary and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problems in writing but the students did not faced the problem in content. The students only have problems in vocabulary and grammar.

The second research entitled “Students’ Ability in Writing Descriptive Text at the Eight Grade of SMP N 3 Sawit in the Academic Years 2013/2014” Yanti (2014) discovered that students ability in writing descriptive text at eight grade of SMP N 3 Sawit in the academic year 2013/2014 is fair. 7 students belong to good category (the score 70-84) or 23.33%. There are 23 students belong to fair category (the score 55-69) or 76.67%, and there is no student belong to very good and poor category. It means that the students’ ability in writing descriptive text at eight grade of SMP N 3 Sawit in the academic year 2013/2014 is fair. The most problem faced by the students in writing descriptive text are mechanism and grammar.
B. Descriptive Text

1. Definition of Descriptive Text

In social environment, people usually want to share their favorite or special thing and they want to tell about certain places and so on to other people, for example is about the favorite tourism object, their pet, someone who loved and the like. People should tell in specific way. In English there is a kind of text which says what person or thing is like in detail, it is called descriptive text. According to Pardiyono (2007: 34), descriptive text is one kind of text which is made to give description about an object (human or non-human) in specific way or in detail. Its purpose is to describe and reveal a particular person, place, or thing. In conclusion, descriptive text is a kind of text which describes a particular object, person, animal, place and thing in detail.

2. The Generic Structure of Descriptive Text

The generic structure of descriptive text are as follow:

a. Identification

In identification, the readers can know the object which will be described.

b. Description

In this part, the readers can know about the detail description about the object that is meant in identification.

3. Language Features of Descriptive Text

- Using simple present tense:
The pattern of simple present tense are:

a. Verbal sentence

   (+)  S + V1 (s/es) + O
   
       Example: The cat eats fish

   (-)  S + does not + V1 + O
   
       Example: The cat does not eat fish

   (?)  Does + S + V1 + O
   
       Example: Does cat eat fish?

b. Nominal sentence

   (+)  S + be (am, is, are) + O (complement) / Adjective
         Example: He is handsome

   (-)  S + be (is not/are not) + O (complement) / Adjective
         Example: He is not handsome

   (?)  Be (is / are) + S + O (complement) / Adjective
         Example: is he handsome?

c. Use “have”: have, has, and had to give detailed description of the object’s features.
   
   Example: He has straight hair

d. Use of action verbs related to the topic, especially when describing behavior or personalities (person)
4. The Example of Descriptive Text

<table>
<thead>
<tr>
<th>My Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn in 7 b class. It is a class with size about 20 m² with white paint that cover all walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large whiteboards. Above the whiteboard, there is pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also many hero’s pictures in the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to cabinet, there is a teacher’s desk which is cover with blue tablecloth. On teacher’s desk, there is beautiful flower vase and a pile of books that ordered well.</td>
</tr>
</tbody>
</table>