

CHAPTER II

LITERATURE REVIEW

A. The Notion of Writing

1. The Definition of Writing

One of activities that use in education is writing. The students write a note in the classroom, write something to fulfill our assignment, write scores, and etc. They can write something based on our ideas to create a product. Writing can be said that as an active skill, because the writers are not only reading the text or thinking about something without making a text or note. As defined by Brown, 2001 in Fitri, I., Erippingding., & Rahayu, P research 2017, writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. A good writing can deliver the meaning for the readers without making them confused to understand what the writer wants to convey.

Writing is one of skill that people use in life. Some people think that writing is easy, but in fact they have to be careful when writing. They must use the correct grammar to create sentences and do not make a complicated meaning that can confuse the readers. Furthermore according to Tarigan (2008)

in Nuzhatun, L, research, 2016, writing is a language skill which is used by person to communicate indirectly, or no-face-to-face with another person. It means that through writing we can communicate with other people besides speaking, reading, and listening. People can express their idea and feeling on a paper, blog, e-mail in the form of generic symbols to the readers.

From the explanation above, the researcher can conclude that writing becomes one way of communicating because in that explanation appears an impression of sending and receiving messages. So that it can be said that writing is one way of communicating in writing, in addition to oral communication. Generally, not everyone can express their feelings and intentions verbally.

2. The Purposes of Writing

In writing, of course the writers have proposes in writing to deliver ideas to the readers. Writing also can be a medium for people to express their ideas through writing, sometimes they are not only having one purpose but they expect some purposes through their ideas which is well organized in writing form. According to (Grenville. K, 2001) there are three purposes of writing. They are to entertain, inform, and persuade. The explanation as follow:

a. To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To Inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. To Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow the writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling, or thought in written symbols but it has also specific purposes such as to entertain, inform, and to persuade the readers.

3. The Aspect of Writing

Writing is an activity to write something based on people opinion but it is better to write something in good writing to help express the ideas so there is no misunderstanding when someone reads the writing. In order to write well,

they have to pay attention to the aspect in writing. According to (Husna, L., & Rozimela, Y. 2013) the elements are:

a. Developing Ideas

Developing ideas is the most important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing and develop their ideas clearly in each paragraph based on the topic that they are going to write such as describe the part, characteristic, and qualities.

b. Organizing Ideas

Students have to identify the name of place and describe the detail of the place in the writing. Students write their ideas that can support the other ideas.

c. Grammar

In writing descriptive text the students have to use an appropriate grammar, in this case is simple present tense.

d. Vocabulary

In composing the text, students have to choose the appropriate and accurate words to express the ideas.

e. Mechanic

In the mechanics component, students have to use the good punctuation, spelling, and capitalization. Those are used to make the readers understand

when reading the text. If the students do not put the correct punctuation the meaning can be different from what the students mean. Also the spelling and capitalization, if the students do not write well the readers may be difficult to read because there is an inappropriate writing.

4. The Process of Writing

It is not easy to create good writing. The writers may not know that in writing there is some process that they will do. They may write something without paying attention to the process of writing but it is better if we understand the process in writing to make good writing. A creative work system requires steps that are arranged systematically. Writing activities also require certain stages in the process. Based on (Brown, 2001: 337 in Nabhan. S research 2016), the process writing always involves prewriting, drafting, & revising and editing. The explanation as follow:

a. Prewriting

In this part the writer will generate ideas, understanding the ideas of others, and collecting information. In other words the writers choose topics to discuss in the writing, find materials, and information needed and organized ideas. The writers may write something that straight in their head without worrying if the grammar is correct or not.

b. Drafting

In drafting, the writers develop the meaning using ideas in prewriting strategies, narrow down the broad focus, and remove or add information. It means that the writer can explain in more detail about the ideas to make the readers understand the information or the writer can make it in a short description of the ideas if it is needed. They can decide which ideas they will put in their writing.

c. Revising and Editing

It is about further developing and clarifying ideas, the structure of the text. Writers usually end the writing process as soon as they end and complete the raw draft, they believe that their writing is complete. It means that this stage can be done if the draft has been completed. Draft edited to be improved in terms of form and content. Technical writing includes the correct use of spelling, diction, sentences, and paragraphs. The contents of the writing are reviewed based on the ideas contained in it.

It means that the writing process has several roles to make the written form be better in showing for the reader. The process continues from pre-writing to get the topic, drafting to develop the topic, revising and editing is a conducting idea process be written form.

5. The Problems in Writing

Sometimes the writers or students face some problems when they are writing such as report text, descriptive text, recount text, narrative text, etc. At the start they may understand what they will write but then they are confused and do not know what they should do for the next. As defined by (Jordan 1997) in Pratiwi, K. D research 2016), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary major ideas arranged in some often on the correction of mechanical and grammatical errors. It means that some writers or students may be afraid if the grammar is wrong in writing, they also confuse about the ideas to write on the paper. Whereas it is better if they try to start write rather than leave the paper blank. In this case the researcher wants to find out the problems of students in writing descriptive text based on the test result. By analyzing the five elements of the students' descriptive text, the researcher can find the students' problem in writing descriptive text.

Based on (John Anderson in Apriliansyah, R. D research 2016) the types of problems in writing are grammar, vocabulary, mechanic, content, and organization.

a. Grammar

It is used to describe an instance faulty, such as an inappropriate verb tense or the other things like,

- 1) Errors of grammar or word order so severe as to make comprehension virtually impossible.
- 2) Errors of grammar or word order very frequent; readers often have to rely on their own interpretation.
- 3) Errors of grammar or word order frequent; efforts or interpretation sometimes required on reader's part.

b. Vocabulary

It describe the incorrect vocabulary use in writing because sometimes the writers use a word which has similar sound but it has different written form or use the same meaning in general but has other meanings that do not fit the topic of the discussion, for example, race and raise they have similar sound but have a different meaning.

- 1) Vocabulary limitations so extreme as to make comprehension virtually impossible.
- 2) Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
- 3) Limited vocabulary and frequent errors clearly hinder expression of ideas.

c. Mechanic

In the mechanic we find spelling, capitalization, and punctuation as the problem in writing.

- 1) Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
- 2) Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
- 3) Frequent errors in spelling or punctuation; lead sometimes to obscurity.

d. Content

To make writing the writers put ideas through sentences based on the topic of writing. But sometimes they confuse how to put it together as what they mean, so it can make inappropriate meaning in writing.

- 1) Communication is often impaired by completely inappropriate or misused structure or vocabulary items.
- 2) Structures or vocabulary items sometimes not only inappropriate are but also misused.
- 3) Choice of structures and vocabulary consistently appropriate; like that of educated native writer.

e. Organization

Sometimes the writers write with the different idea between the first paragraphs with the next paragraph or between the previous sentence with the next sentence so the information cannot be conveyed well.

- 1) Lack of organization so severe that communication is seriously impaired.

- 2) Individual ideas may be clear, but very difficult to deduce connection between them.
- 3) Little or no attempt at connectivity, though reader can deduce some organization.

Based on the explanation above, the researcher will find out the students' writing test by analyzing the content, organization, language, word choice, and mechanics. Actually the problems of writing above are not allowed as a reason to hate writing. Every skill in English and also everything in this world has problems such as writing. All of the problems can be solved in their own way, in writing the problems can be solved by doing regular practice of writing.

6. The Causes of the Problem in Writing

There are some causes that make those above appear or happen. It is like the reason why those problems appear in writing. Not only in writing but almost all activities in the world that face a problem has the cause or reason in the problem. According to Huwari, I. F., & Al-Khanawneh, F. M (2013) there are four causes of writing, they are:

a. Grammatical weakness.

The students are unable to write a short paragraph, article, or passage without a lot of using inappropriate grammar, it means the students do not understand yet about grammar and tenses that are used in writing.

b. Knowledge and Understanding

It refers to the students misunderstanding the requirement of writing. It is about the understanding of the writing ideas that are appropriate with the topic or we can say that they have difficulty in writing something related to the topic. And they do not know how to write descriptive text in good arrangement as required in the generic structure of the text.

c. Less Practice of Writing

The students seldom do writing. That is why they cannot improve their writing skill to make good writing in English, because they are not practicing regularly.

d. Students' Comprehension

It tells the students comprehension about the material from the teacher. Whether the explanation is clear or not it can affect the students comprehension as defined by (Dhanya, M. (2019)) teachers are the biggest asset for students' improvement and help the students to write better and perform well. But sometimes the teachers does not ask the students to write

in English or do not make the students to train their writing skill, so they may not understand in detail about it.

B. The Notion of Descriptive Text

1. The Definition of Descriptive Text

In writing descriptive, the students can write about animals, people, or places. They will describe them by their characteristics or their looking. As defined by (Wyrick 1987:227 in Husna, L., Zainil., & Rozimela, Y research 2013), the writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. It tells that writing descriptive is writing about characteristics, describing something, and writes the definition of something. Because it is about describing, so the writers have to write in detail to make the readers understand. From the explanation above, it can be said that descriptive text is a text that explains whether a person or an object is like, whether its form, its properties, its amount and others. It is clear that the purpose of the descriptive text is to describe, represent or reveal a person or an object, either abstract or concrete.

The tense used in writing descriptive text is simple present tense. It is also explained by (Husna, L., Zainil., & Rozimela, Y 2013) the descriptive text is usually in simple present tense. It uses simple present tense because we will

tell the fact about people, animals, and objects. It seems easy to write descriptive text, but sometimes the students are still confused about the use of simple present. Although it uses simple present tense does not mean it will be easy to write without an inappropriate tenses or grammar, we still have to be careful in writing.

2. The Generic Structure of Descriptive Text

The descriptive text has different generic structure. It is not similar to other texts. As explained by (Sudarwati and Eudia 2005:27 in Husna, L., Zainil., & Rozimela, Y research 2013) mention that there are two components of the generic structure of the descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics. From the explanation above, generic structure in descriptive text includes:

a. Identification

The aim is to identify the object that will be described. It functions to introduce to the reader about the object that will be explained before we tell more details about the object in the next paragraph. From the description, it can be said that this section is located in the first paragraph.

b. Description

It functions to describe a thing in detail and complete it from colors, shapes, features, and so forth. This section is located in the second paragraph and so on.

3. The Language Feature of Descriptive Text

According to (Djuhari 2007: 24-24 in Apriliansyah, R. D research 2016), the language feature in descriptive text focus on specific nouns, use kinds of adjectives, and use of simple present tense.

- a. Focus on specific nouns, examples: father, school, my dog, etc.
- b. Use kinds of adjectives, examples: three tall buildings, sharp white fang, etc.
- c. Use of simple present tense, examples: I have a toy. It is a ball.

C. Basic Assumption

It is about the basic assumption of a thing that is believed to be true without having to prove the truth written in the form of a statement (PPKI 2017: p16). In this research, there are some basic assumptions such as:

1. There are some problems in writing descriptive text faced by the students.
2. There are some reasons the students are still confused in writing descriptive text.

D. The Previous Study

There are previous studies related to this topic. It is from Cut Santi Novita (2017) entitled “An Analysis of Students’ Ability and Difficulties in Writing Descriptive Text (A Study at SMA Negeri Bunga Bangsa, Nagan Raya).” It focused on text organization and grammatical rule. The writer used qualitative research to conduct the research. The sample was 30 students of X MIA 1, she chose the sample by used purposive sampling. The result of her research showed that there were difficulties faced by students such as describing object in detail, grammar mastery such as simple present tense, create the sentences, and write correct spelling words.

Another previous study is from Muhammad Hanafi entitles “An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018”. It focused on the difficulties in writing descriptive text at MA Ni’matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018 and the factor causing those difficulties. There were 30 students of XI as the sample. The researcher took the students who have low achievement. The result of his research showed that there were 5 difficulties in writing descriptive text included content, grammar, mechanic, vocabulary, and organization. There were three causes of those problems such as learners’ background, teaching technique, and learners’ environment.

From those previous studies, the researcher is interested in conducting a research entitled “The Problems in Writing Descriptive Text Faced by Grade 10th Students at SMK Muhammadiyah Bobotsari” it is to know the problems and causes of the problem in writing descriptive text because the students are required to learn the descriptive text and must be able to make it as stipulated in the syllabus. This research is designed as a descriptive quantitative. The sample of this research is 36 students to choose the sample the researcher uses a simple random sampling technique. To collect the data the researcher will use test, interview, and questionnaire.

