

CHAPTER II

THEORITICAL RIVIEW

A. The Definition of Students' Ability

Students' Ability according to Hornby in Trilanti, et. al. (2013) states, that the students are a person studying at a school, college, university, etc. In Indonesia dictionary (2005), the student is a learner especially on the grade of elementary, junior, and senior high school. While, ability is the power needed to do something. A person who is said to be capable if he can do something he has to do. Ability is potential that found in the human being self. Abilities can also be innate or the result of practice. Every student does not have same ability in receiving material, because their power to receive the materials is different. This statement is in line with Akhmat Sudrajat in Nur Hafiza (2016), ability is connecting abilities with prowess words. Each individual has different skills in doing an action. This ability affects the existing potential within the individual.

1. The factors affecting ability:

Nur Hafiza (2016) states, that ability consists of two factors, namely:

a. Intellectual Ability

Intellectual ability is the ability needed to do various activities of mental thinking, reasoning and problem solving.

b. Physical Ability

Physical ability is the ability of tasks that require stamina, skills, strengths, and comparisons.

Based on the definitions above, the researcher concluded that the students' ability is someone who is studying at a school, college, university, etc and they have power or capacity to do something that is manifested through his actions.

B. Writing

One of the language skills in English is writing. Writing is one of the language skills which is important in our life. According to Brown (2001) in Afza (2018), "Writing is 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." Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel (Fitri, et al. 2017). According to Wordreference cited in Harmenita (2010) and Fitri, et al. (2017), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It means writing is an activity carried out by someone to create work in the form of writing that can be read by the reader.

According to Richards & Renandya, (2002) as cited by Novi Yulianti, (2014), writing is the most difficult among the four language skills in learning foreign language. It is because the procedure of writing requires an idea and thinking, but it should give attention to some elements such as vocabulary,

grammar and punctuation to express those ideas. Discussing about writing, it means discussing about how the students find the ideas, how to organize the ideas into sentences and how to make the sentences become a good construction. Good construction helps the reader better understand the ideas presented. The descriptive writing is organized according to how the person, place, or object exists in the real world. For example, a description of house might begin with the outside, then move to the inside, and proceed from room to room (Husna, 2013). Writing becomes the most difficult skill for students to learn. This statement is in line with the research result from Kurniati, Efi (2019) states, “Compared to speaking, writing is more difficult because the typical characteristics of writing language are more complex”. Writes should consider not only the content of the writing but also the structure of the sentences to produce meaningful writing”. Besides that, there is another statement from Rass (2001:30) in Zulaikah (2018), “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization”, it is because there are some aspects that the students should learn to make a good writing.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is asked to perform creativity in using the language skills to produce a written text.

1. According to Setiawan (2019), there are five components of writing. They are:

a. Content

Content which refers to the substance of writing and the purpose or central ideas are stated clearly.

b. Organization

Organization which refers to the coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is in sequence and logical. It guides the reader between divisions of the material. This also about the transition of delivering the ideas in sentences whether run smoothly or not.

c. Grammar

Grammar refers to the grammatical form and syntactic patterns. Generally, it is about rules of grammar and syntax, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.

d. Vocabulary

Vocabulary refers to the correct words are used to convey the intended meaning.

e. Mechanic

Mechanic refers to the use of graphic conventions of the language. It is about the usage of punctuation, spelling and etc.

2. The Purpose of Writing

State University of New York stated categorizes that the purpose of writing into four categories, namely:

a. To Express oneself

Its main purpose is to make connections to others and to contribute to human thought and culture and to establish and deepen human contact.

b. To Provide information

The writer generally explains type of writing is clear, accurate, organized, through and above all fair.

c. To Persuade

The writers' goal is changing the minds of the readers or at least to get the readers to question their position on a debate and consider the writers point of view.

d. To Create a Literary

A form of writing that is not a composition style writing, but with the purpose to entertain more than inform.

3. The Process of Writing

According to Ruddell in Supiah (2018) has organized the following description of writing process into the categories of before writing, during writing, and after writing. The following the description of the categories:

a. Before Writing: Prewriting

Prewriting is frequently the foundation for a variety of writing, reading, thinking, and learning event. It might best describe as mulling

ideas over, whether immediately before beginning to draft a written piece or while simply thinking about what one knows about a given topic.

b. During Writing: Drafting

Drafting extends prewriting as students create a new text from what they have read, seen, thought about, or examined. To be more specific, the drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors.

c. After Writing: Revising, Editing

The word revision means 'seeing again'. This stage demands writers to see their compositions again with their classmates and the teacher helping them. Editing is correcting spelling, grammar, punctuation, and mechanics.

C. Descriptive Text

Descriptive text is a kind of texts which is used to describe the real object (person, place, and things). It will help the reader more understand clearly about the real object. Meanwhile, Pardiyono (2007:33-34) in Fitri, et al. (2017) states that description is a type of written text which has the specific function to give description about an object (human or non-human). Descriptive text is one of the genres, and it is taught by an English teacher of Junior High School in order to make students understand how to describe person, place or thing. However, many students had difficulties in

understanding vocabulary and descriptive text on generic structure and language features of descriptive text. In learning reading comprehension, particularly reading descriptive text students need to know the vocabulary if they want to comprehend a text. The organization of a descriptive text is consisting of an opening statement (identification) and a series of paragraphs about the subject (description). Based on Wardani, et al. (2014:2), the identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. From the explanation above, it can be concluded that descriptive writing that consists of description, characteristics, definition of something, object or person (Husna, Z. et al. 2013). Then, usually the descriptive text use simple present tense.

According to Wyrick (1987:227) cited by Afza (2018), “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.” In other words, Descriptive text was derived from the word “describe” which means to explain someone about the thing, person, or animal. Descriptive text has three structures which were description, identification and conclusion.

But in reality, there are very many difficulties experienced by English teachers in teaching writing descriptive text, as well as students having difficulties in writing descriptive text. So, from the difficulties experienced by students to write text, the researchers think that research on the ability of students to write descriptive text is important. In general, difficulties experienced by students when they want to write descriptive text because

students are not able to write using the generic structure correctly, students are also unable to organize ideas so that the contents of the writing are very confusing when reading.

1. The Generic Structure of Descriptive Text

Gerot and Wignell (1994: 208) and Yusak (2004: 49) in Jayanti (2019) add their opinion about generic structures of descriptive text. They say that there are parts of descriptive text as follows:

a. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010: 1) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

b. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject detail that is being described. Masruri (2010:

1) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

The Significant Grammatical feature of descriptive text are: focus on specific participant (my English teacher, Andini's cat, my favorite place). Use of Simple Present Tense. Use of Past Tense if extinct. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair). Use descriptive adjectives (strong legs, white fangs). Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur). Use of action verb 'material processes' (it eats grass, it runs fast). Use of adverbial to give additional information about behavior (fast, at tree house). Use of figurative language (Jhon is as white as chalk).

2. Language Features of Descriptive Text

According to Djuhari (2007) states the language features of descriptive text focus on specific nouns, examples: father, school, my dog, etc. Use kinds of adjectives, examples: three tall buildings, sharp white fang, etc. Use of relational process, examples: my car has four doors; my father is really handsome; etc. Use of figurative language, examples: my throat is as dry as desert; her skin is white as cloud and smooth as water; etc. Use of simple present tense, examples: I have a toy. It is a ball.

D. Previous Relevant Studies

a. A study entitled “An Analysis student’s ability in writing descriptive text of second semester of English educational program at STKIP Nurul Huda Oku Timur” by Zulaikah, Eka Agustina, M. Muklas in academic year 2018

This research aimed to find out the analysis of writing ability in the second semester of the English Educational program at STKIP Nurul Huda OKU Timur. The writer chose the second semester of the English Educational Program at STKIP Nurul Huda OKU Timur as the research object. This research used the descriptive method. The descriptive method is research that uses imagination to pour all of the ideas from the writer. The technique of data collection of this research is documentation.

The result of this research is that the highest score of 32 students in this class, get 75 which is considered a good level. At the same time, the lowest results get a score of 52, which is regarded as the as in average level. Then, the other students’ get 54 until 74 is also considered an average and good level. Thus, generally, the students’ mean score of writing ability, particularly in writing the descriptive text, was 60, and it was considered the average level of knowledge. So, it can be concluded that the writing descriptive text skill of the second semester of the English education program in STKIP Nurul Huda was average.

- b. **A study entitled “An Analysis of The Students’ Skill in Writing Descriptive Text at The Eighth Grade of SMPN 7 Tambusai Utara” by Isrina Fitri, Eripuddin, Pipit Rahayu in academic year 2017**

The purpose of this research was to find out the students’ skills in writing descriptive text. This research was designed as descriptive quantitative research, and it was conducted at SMPN 7 Tambusai Utara, located in Rokan Hulu Regency. The number of samples in this research was 40 students, which was taken from the eighth grade. In this research, the researcher used a writing test as the instrumentation of the research. Students' average score was 50,47 and classified into the poor level. In the grammar of writing, students' average score was 53,31, and it can be classified into the poor level. In the vocabulary, students' average score was 52,87, and it can be classified into the poor level. Students' average score was 52,72, and it can be classified into the poor level. From those results, the researcher found that the student's average score in writing the descriptive text was 51,87, which means their writing skill in a descriptive text can be categorized in the poor level.

- c. **A study entitled "An Analysis of Students' Ability in Writing a Descriptive Text: a Case Study of the Eight Grade Students of SMPN 2 Selong in the Academic Year 2017-2018" by Ismail, A.,H., Udin., Susanti, N., W., M**

This research entitled "An Analysis of Students" Ability in Writing Descriptive Text on the eighth grade at SMPN 2 Selong in The Academic Year 2017-2018". The subjects of this study were the 33 students of the VIII-1 class. The research investigated the descriptive writing text done by the eighth-grade students of SMPN 2 Selong. This research used descriptive quantitative analysis to design the data.

The result of this research is the total score of the entire students was 1797, in which the mean score was 54, the mode was 31, and the median was 50, in which it belonged to the average level classification. In this case, there were 1 or 3% of students belonging to the excellent level. 7 or 21% of students belonging to the good level, 8 or 24% of students belonging to the average level, 13 or 39% of students belonged to the fair level, and 4 or 12% students belonging to the poor level classification.

The students' strength in writing in terms of descriptive text belonged to the organizing idea's aspect in which the total score was 2076 with the mean score was 63, the mode was 100, the median was 60, and the standard deviation was 26.17. It is classified as the average level. Besides, the students' weakness belonged to the grammar aspect in which the total score was 1200 with the mean score 36. The

mode was 15. The median was 25. The standard deviation was 22.36.

It is classified as the fair level.



E. BASIC ASSUMPTION

Writing is one of the components that need to be mastered by students. Writing is a skill to express or to transfer thoughts and feelings in the written form. Writing is similar with producing speech as a way to communicate with others in the written form. Students must have the ability to write in order to produce good writing. Students' ability is someone who is studying at a school, college, university, etc. and they have power or capacity to do something that is manifested through his actions. To produce good writing, the students need to know and understand those elements from various types of text to produce a good writing. One of the types of text is descriptive text. Writing descriptive text is essential to research students' ability in writing descriptive text and descriptive text has some aspects that students must master. Those aspects are generic structure, vocabulary, grammar, spelling, capitalization, and punctuation related to people, places, and objects. So, based on the explanation the researcher will analyze students' ability in writing descriptive text.