**CHAPTER II**

**REVIEW RELATED LITERATURE**

1. **Writing**
2. Meaning of Writing

Hamps-Lyons (in O’Malley and Pierce, 1996: 136) states, “Writing is a personal act in which writers take ideas of prompts and transform them into ‘self-initiated’ topics”. Besides, Silva and Matsuda (in Richards, 2002: 29) view writing as, “A complex, recursive and creative process that is very similar in its general outlines for first and second language writers: learning to write requires the development of an efficient and effective composing process”. Furthermore, White and Arndt (in Nunan, 1999: 273) also view writing as, “A complex, cognitive process that requires sustained intellectual effort over a considerable period time.

In this study, writing can be defined as transforming ideas through creative process over a period of time to express feeling and thought in written form.

1. Purpose of Writing

McCrimmon (1984: 23) states, “Purpose is the overall design that governs what writers do in their writing”. The purpose manages all the decisions the writer makes when producing a piece of writing. Determining purpose means that the writer knows what information he or she need, how to organize and develop them, and why they become important.

Oshima and Hogue (1999: 15) state that the purpose of writing is usually to explain or to persuade. Besides, O’Malley and Pierce (1996: 137) suggest three purposes of writing including informative/expository writing, expressive/narrative writing, and persuasive writing. Furthermore, Hogue (2005) points out the four purposes of writing. They are to inform, to persuade, to entertain, and to describe. Greenfield (2011) also mentions four purposes of writing including to persuade (convince), to inform (explain something), to entertain (amuse), and to express (describe something).

Looking at the opinions above, it can be concluded that there are four main purposes of writing. The four main purposes are as follows:

* 1. To inform

The writer intends to give the reader information about something. Writing having purpose to inform is such as news item text and explanation text (Departement Pendidikan Nasional, 2003: 46-48).

* 1. To persuade

The writer wants to persuade the reader about argumentation(s). Such writing as analytical exposition text and hortatory exposition text has purpose to persuade the reader (Departement Pendidikan Nasional, 2003: 46-48).

* 1. To describe

The writer intends to give the reader a description that can be imagined. For instance, writing which has purpose to describe, is descriptive text, procedure text, and report text (Departement Pendidikan Nasional, 2003: 46-48).

* 1. To entertain

The writer shares an account to amuse or entertain the reader. Some of writings having purpose to entertain are anecdote text and narrative text (Departement Pendidikan Nasional, 2003: 46-48).

1. Paragraph Writing

Hogue (1996: 3) states, “A paragraph is a group of related sentences about a single topic”. A paragraph usually has more than three sentences. Some paragraphs are quite short and others are very long (Arnaudet and Barrett, 1981: 2). Apart from how many sentences or how long the paragraph is, it is clear that the sentences in the paragraph discuss only one topic.

There is a blank space about one-half inch at the beginning of the paragraph. It is called indentation. The indentation shows the reader that a new subject—or a different aspect of the same subject—is being dealt with. After a sentence ends with a period (.), so each new paragraph begins with a indentation (Hogue, 1996: 3; Arnaudet and Barrett, 1981:1)

Hogue (1996: 103) describes an English paragraph like a sandwich. It has three main parts. The difference is if the sandwich’s three main parts are the top piece of bread, the filling, and the bottom piece of bread; then the paragraph’s three main parts are the topic sentence, supporting sentences, and the concluding sentence.

1. Topic Sentence

Topic sentence is a sentence that tells the reader what the topic of the paragraph is (Hogue, 1996:104). Topic sentence is the most general sentence is a paragraph. “Most general” means that topic sentence do not have many details in its sentence. However, although the topic sentence has a few details, it introduces an overall idea that is being discussed in the paragraph (Walters, 2000).

The topic sentence is usually at the beginning (the first sentence) of the paragraph. However, it is possible to place the topic sentence in the middle of the paragraph (as a kind of link between two parts) or at the end (the last sentence) of the paragraph (as a kind of conclusion). It is even possible not to have a topic sentence at all; in this case, the topic sentence is implied or suggested. If possible, we should place the topic sentence at the beginning. The topic sentence that is placed at the beginning of a paragraph is the clearest kind of paragraph organization—simple, effective, easy to manage, and easy to understand (Arnaudet and Barrett, 1981: 3; Bram, 1995: 16)

A topic sentence has two parts that are a topic and a controlling idea. The topic part tells what the paragraph is about. While the controlling idea part limits the discussion of the topic in the paragraph. It will let the reader know how the writer is going to discuss the topic. Usually, the topic comes first and the controlling idea comes second in a topic sentence. However, the controlling idea may come first (Hogue, 1996: 104; Arnaudet and Barrett, 1981: 3).

1. Supporting Sentences

Supporting sentences provides explanations and support for the topic sentence in a paragraph (Beare, 2011). There are two kinds of supporting sentences, namely: major supporting sentences and minor supporting sentences. The difference between the both is the way they support the topic sentence. Major supporting sentences support the topic sentence directly. They add some relevant, new information about the topic sentence. While minor supporting sentences support the topic sentence indirectly, but they support precisely the major supporting sentences directly. However, a paragraph is possible not to have any minor supporting sentences at all (Bram, 1995: 18).

1. Concluding sentence

A paragraph sometimes has a concluding sentence. The concluding sentence restates the topic sentence or summarizes the information in a paragraph. The concluding sentence is similar to—but not exactly the same as—the topic sentence. In other words, the concluding sentence restates the topic sentence in different words. Not all academic paragraphs contain the concluding sentence, especially if the paragraph is extremely short (Walters, 2000; Beare, 2011).

Sometimes, concluding sentence begins with a conclusion transition signal that is followed by comma after it. The use of the conclusion transition signal is to tell the reader that it is the end of the paragraph. The conclusion transitions signals such *as in conclusion*, *in summary*, *in short*, *in brief*,and *indeed*, can be used in the concluding sentence (Hogue, 1996: 114).

According to Walsh and Walsh (1977: 105), the paragraph must have unity, coherence, and emphasis.

1. Unity

Unity is a very important characteristic of a paragraph. A paragraph can be called having unity, when all the sentences—the topic sentence, the supporting sentences, and (sometimes) the concluding sentence—support the main idea of the paragraph. Without unity, the paragraph loses focus. If a paragraph contains a sentence or some sentences that are irrelevant to the main idea, then we say that the paragraph “lacks unity”, or that the sentence is “off-topic” (Davis and Liss, 2006: 12; Walters, 2000)

1. Coherence

Davis and Liss (2006: 14) state, “Coherence in a paragraph means that all the ideas fit together in a logical flow”. There is a clear relationship between the ideas. The one idea in a sentence of a paragraph connects logically to the next one.

Coherence in a paragraph can be achieved by using connectors (also called transitions). Such connectors as *for example*, *for instance*, *one example of (this) is*, *as another example*, *on the one hand*, *on the other hand*, *however*, *first*, *second*, *third*, *finally*, *in conclusion*, *to summarize*, are commonly used.

1. Emphasis

Achieving emphasis means giving stress to the important ideas. This emphasis can strengthen the unity and the coherence of writing (Walsh and Walsh, 1977: 106).

1. **Descriptive Text**

Larson (in Cahyono, 2011: 23) states, “A descriptive text is a text which says what person or thing is like”. The purpose of descriptive text is to describe a particular subject—human, animal, thing or place—specifically. Descriptive text gives many detailed and understandable information that can be imagine (Djuharie, 2007: 24).

The generic structure of the descriptive text consists of two parts (Departemen Pendidikan Nasional, 2003: 48). The two parts are:

* 1. Identification

This part identifies phenomenon—person, animal, thing or place—to be described.

* 1. Description

This part describes the parts, qualities, and characteristics of what identified by identification part.

The descriptive text often uses certain language features (Djuharie, 2007: 24). Some of the features are as follows:

1. The use of specific noun

Descriptive text describes only one phenomenon in detail. It means that the phenomenon is something specific, not general. Therefore descriptive text uses specific noun such as mother, house, my cat, etc.

1. The use of Detailed noun phrases

A phenomenon that is described in descriptive text often has many characteristics. Some characteristics that refer to something of the phenomenon are usually summarized in noun phrases. The examples of noun phrases are as follows:

* + - * A smart young man
      * A beautiful big ancient house
      * Wavy long black hair

1. The use of kinds of adjectives

Most nouns in descriptive text are modified by adjectives. The adjectives have purpose to describe, to number or to classify. Here are examples of noun that is modified by adjectives:

* + - * Two high trees
      * Sharp white fang
      * Three big bedrooms

1. The use of relational process

Relational process in descriptive text concerns with the use of verb that describes the participant or shows possession, for example:

* + - * My bike has two tires.
      * My mother is a patient woman.
      * My house has four bedrooms.

1. The use of figurative language

In descriptive text, the writer often compares something to another thing by using figurative language. The figurative language can help the reader to create imagery by comparing the something in descriptive text to another thing that is known by the reader (Sholihah, 2011). The figurative language such as simile, metaphor, personification, and hyperbole are usually used in descriptive text.

1. Simile

Simile is comparing something with another thing by using word “like” or “as” to show that they are alike (Martin). The examples of simile are:

* + - * Her skin is white as cloud.
      * She is like her mother.
      * The pendant is round and flat like a coin.

1. Metaphor

Metaphor is comparing two different things in most ways becomes two similar things in one important way (Wikipedia, 2011). The examples of metaphor are:

* + - * Her eyes are glistening jewels.
      * She is my little angel.
      * Her smile is perfectly curved crescent moon.

1. Personification

Martin says personification is “A figure of speech in which human characteristics are given to an animal or an object”. It means that something that acts like human. The examples of personification are:

* + - * My Teddy Bear always sleeps with me every night.
      * My cat gives me a hug every morning.
      * The alarm clock wakes me up every morning.

1. Hyperbole

Hyperbole is an exaggerated statement that cannot be trusted (Martin). The examples of hyperbole are:

* + - * When he is hungry, he can eat a whale.
      * His voice can cause earthquake.
      * He can kill hundreds lions with his anger.

1. Simple present tense

Descriptive text describes the fact of the phenomenon that is described. To state the fact of the phenomenon, simple present tense is used in the sentences in descriptive text. The examples of the use of simple present tense are:

* + - * His round face makes him more impressive.
      * Every night my mother accompanies me sleeping.
      * I wash my motor cycle twice a week.

Here is the example of the descriptive text adapted from Departemen Pendidikan Nasional(2003: 53):

Natural Bridge National Park

**Identification**

Natural Bridge National Park is a luscious tropical rainforest.

**Description**

It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. **Simple Present Tense**

Simple present tense is one of present tenses. This tense is often used because of its function that is to state activities that is usually done (Pardiyono, 2007: 15).

* 1. Sentence Building

In the simple present tense the sentence can be verbal sentence or nominal sentence (non-verbal sentence) (Ali, 2007: 249). The both sentences have different formula that is as follows:

* + 1. Verbal sentence

I/ You/ We/ They + Verb I

He/ She/ It + Verb I + s/es

Here is the detailed formula of verb change (Pardiyono, 2007: 20-21):

1. In positive sentence the verb of the third singular person (He, She, and It) must be added suffix *–s­* or *–es*. Here is the details:
   * + - 1. To verb that ends by *ss*, *x*, *ch*, *o*, and *sh* must be added suffix *–es*. For example:
       - She kisses her mother before going to school.
       - He washes his motorcycle every day.
       - Mrs. Smith teaches Biology in that high school.
       - Ann rarely goes to school by bus.
       - He boxes in the championship every two months.
2. To verb that ends by consonant *y* must be added suffix *–es* after changing *y* to *i*. For example:
   * + - The baby always cries in the middle of night.
       - He tries to do the best in every chance.
       - Sandra rarely replies my letters.
3. To verb that ends by *y­* that there is a vocal before it must be added suffix *–s*. For example:
   * + - Tony plays football every Sunday morning.
       - Mother buys fruits twice a week.
       - She says that she is a nurse.
4. To other verbs that is not stated above it is only added suffix *–s­*. For example:
   * + - He gives me a bar of chocolate every day.
       - She always comes early in the morning.
       - Mr. Cliff lives in Jakarta.
5. In negative sentence, there is not suffix –s/-es. Auxiliary ­*does not* (*doesn’t*) is used to the subject He, She, and It; and auxiliary *do not* (*don’t*) to subject I, You, They, and We. For example:
   * + - Alice does not like fried rice.
       - They do not know the secret.
       - I do not eat your sandwich.
6. In interrogative sentence, there is not suffix –s/-es. Auxiliary ­*does* is used to the subject He, She, and It; and auxiliary *do* to subject I, You, They, and We. For example:
   * + - Does your uncle live in London?
       - Do your parents like travelling?
       - Do Mr. and Mrs. Pierce have a daughter?
     1. Nominal sentence

S + To be (am, is, are) + Noun/ Adjective/ Preposition/ Adverb

To be “am” is for pronoun I; “is” for He, She, and It; and “are” for You, They, and We. For the negative sentence it must be given “not” after “to be” and for interrogative sentence “to be” must be placed in the beginning. The example of nominal sentence is as follows:

* + - * She is angry with me.
      * Ann is not (isn’t) my classmate.
      * They are not (aren’t) here.
      * I am not an English teacher.
      * Are you a fifth grader?
  1. Function

Simple present tense has some function. Passar (2006: 3-15) divides the function of simple present tense as follows:

* + 1. To state habit or phenomenon that happens continuously in a certain period. In this case, the adverb—such as always, usually, often, rarely, never, every day, every month, etc.—is often used. For example:
       - He goes to school at 7 o’clock every Friday.
       - Cyril often comes late.
       - John and Lucy usually go home together.
    2. To state general fact. For example:
       - Everyone enjoys music.

(It is a general fact. The proof is there are many people that like listening to the music from radio, tape recorder, television, music show, and etc.)

* + - * Most of Indonesian people live on agriculture.

(This sentence also contains a general fact we know that.)

* + - * Most of Indonesian people do not consume pork.

(It is general fact that most of Indonesian people are Moslems. As Moslems, they are forbidden to consume pork.)

* + 1. To state statement. Although the statement presents a case that is happening, this sentence must use simple present tense. For example:
       - I feel hungry.
       - I love Indonesia.
       - I like the scenery.
    2. To state the activity that will be done based on schedule. For example:
       - The movie begins at 8 o’clock this evening.
       - We fly to Jakarta next Friday.
       - The airplane takes off at 8 o’clock this morning.
    3. To state general truth. Contrasted with general fact (function b), that there is a chance to change, general truth is permanent and cannot be changed. For example:
       - The sun rises in the east and sets in the west.
       - Indonesia is between Asia and Australia Continent.
       - Japan has four seasons.
    4. To state what someone does in accordance with his or her duty or what an animal or a thing shows as its characteristic. For example:
       - A teacher teaches students.
       - A nurse works at hospital.
       - A bird twitters in the morning.

1. **Simple Present Tense in Descriptive Text**

The phenomenon that is described in descriptive text is something that still exists at this time. It is described based on facts that possessed. Simple present tense is a tense that one of its functions is to state facts that exist at this time. Therefore most sentences in descriptive text uses simple present tense. Simple present tense is used in writing descriptive text to identify and to describe the phenomenon that is described (Meiyati, 2011).

To identify the phenomenon, simple present tense with “to be” (am, is, are) or linking verb such as become, seem, sound, feel, and smell is used. The examples of the use of simple present to identify are:

* + - * Surabaya is a capital city of East Java.
      * The building becomes popular in the world.
      * It seems like rather a palace than a grave.

To describe the character of the phenomenon, simple present tense with “to be” (am, is, are) or action verb such as eat, drink, sleep, walk, and have is used. The examples of the use of simple present to describe are:

* + - * She is a beautiful woman.
      * He is smart and diligent.
      * He has an oval face
      * My cat eats two fish every day.