

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the definition of grammar, the importance of grammar, types of grammar, grammar mastery, the definition of writing, the importance of writing, the process of writing, aspects of writing, the definition of descriptive text, the social function of descriptive text, generic structure of the descriptive text, language features of descriptive text, previous studies.

A. GRAMMAR

1. Definition of Grammar

There are some definitions of grammar. According to Richards and Schmidt (2010: 251-252), grammar was the design of language description and how the language is combined to frame the sentences. The next definition is a set of guides to say that no language can fully implement (Brinton, 2000:8). Yule (2017:246) states that grammar is a description of the composition of phrases and sentences. Besides that, Halliday (1985: 12) states grammar is the basis of language, this is the level of words in forms and the concepts are structured, processed in a way that can be translated.

From the definitions above, the researcher concludes that grammar is a set of rules obtained from the language which allow individuals to get what they read and develop in sentences or articulation when they communicate. Grammar is to form coherent written and oral communication. This is

related to word classes, clauses, sentences, and morphemes in words. It has many relationships with generic structure.

2. Importance of grammar

Grammar is one component of the language. Therefore, anybody learning another dialect officially will be given sentence structure exercises. This is subject to the learning level of the students. Teaching yourself in Sentence structure is an essential segment of language learning. As indicated by a study of language discovering that spotlights on grammar learning (form-focused instruction), grammar instruction yields more productive results than instruction focused solely on meaning. Grammar instruction produces more efficient results than instruction that is only focused on meaning. According to Long (2009:25), learning focuses on grammar, and it contains two forms. The first is FOFs (Focus On Forms), which is based on analysis of grammar. Grammar is taught independently of this model. The second is FOF (Focus On Forms), it is based on concentrate on the meaning and grammar found in learned content (Nassaji and Fotos, 2007:11-12)

From the statements above grammar is one of the important aspects of English learning, because the function of grammar not only improving sentence quality but also referring to the context. The knowledge of grammar includes what can and cannot be done with the arrangement and

usage of terms in English sentences, and also how written English functions. Therefore, to write and speak more clearly and effectively, people have to learn grammar.

3. Types of Grammar

There are many types of grammar. Linguistics have different approaches for analyzing and describe the structure and function of language. According to Yule (2006:56), there are three types of grammar. The first is mental grammar which is a form of internal linguistic information stored in the brain. Understanding is going to help the speaker produce language that understood other people. The second is linguistic etiquette, on the other hand, refers to the procedures for using correct or best structures of language. It is the speaker's experience that can be put to good use. The third category is conventional grammar, which is the information that the speaker receives by analyzing the study of language structures.

On the other hand, Kolln and Funk (2009:23-24) divided types of grammar into two which are the structural and transformational grammar. Structural grammar is the type of objectivity is needed to research grammar. It is applied an English grammar by a group of linguists using descriptive language based on a list of recognized structures. The structuralists look at sentences critically with a focus on words in sound and spelling (form) and how words are used in sentences (function).

The second type is transformational grammar. Emerging linguistic theory coincided with improvements in the language curriculum because of this effect the structuralism is faded. The current linguistic research puts forward the understanding that a simple sentence can take some forms based on meaning and emphasis to retain basic meaning. For example: question, exclamation, and passive sentence. This type is to expand of a verb in transformational grammar adaptation.

As mentioned above, grammar is a component of English that is divided into kinds of types. The students can learn the structure of language, the function of words, and the form of the word in grammar. It means if the students want to write into their language, grammar is the most important thing to consider.

4. Grammar Mastery

Grammar is one of the components to develop skills, so people who want to master the language skills, have to master the vocabulary and then grammar and pronunciation. According to Dykes (2007: 5) grammar is a difficult part of English that is governed by an abstract set of rules. Therefore, the students must do an effort as well as increase their mastery, especially on grammar. According to Morenberg (1940: 1-2) if the students are familiar with the meaning of the terms but still misunderstand the sentence. Grammar is the method that assembles words into functional

units, is what is lacking in this case. Grammar tells you who does what to whom. It tells you who is dousing the fires and what is being carried around by that person. As a result, if all learners want to master all skills necessary to make sentences more structured, they must first master grammar.

According to Thornbury (2002:141), Discrete-item examinations, which measure the distinct components of a learner's knowledge, are commonly used to assess grammar. A good test can help the teacher to evaluate student's progress in the class and determine the part of the class that needed additional reviews and exercises. The researcher used grammar test of types multiple-choice in this research. It is referred to Heaton (1990:34) states that there are some ways in grammar tests such as multiple-choice, completion, error recognition, rearrangement ways. Besides Hughes (1989: 143) used of multiple-choice items to test grammar is encouraged in language testing handbooks, often to the exclusion of any other form. From the statements above we can find a theory stating multiple choice is effectively used to test grammar.

B. WRITING

1. Definition of Writing

Many definitions of writing available from a variety of experts and sources. Generally, Writing is a method of conveying the writer's message to the reader. According to Hall and Birkerts (1928: 6), writing is a way of

thinking for the writer or a way of thinking shared with the reader, like Pardiyo (2006: x) states that Writing is a type of linguistic ability that is demonstrated through the use of written language.

According to Ghufon (2016:2), writing is a method of expressing the ideas or feelings in words that we can do whenever we want. The processes are demonstrated by tasks such as collecting ideas and thoughts, which are then created, arranged, and delivered to the readers as written items.

From the explanation above, we can state that writing is a method of collecting and thinking through activities in order to present and explain the writer's goals to the reader on paper.

2. Importance of Writing

One of the important components in English learning is writing. Writing is a language skill more challenging to study than others. Even native English speakers may have problems in this situation. Writing skill needs a good structure method to present ideas in a coordinated manner (Braine and Yorozu, 1998). Advanced writing skill is one of the important qualifications to increase academic success and other assignments that are related to writing (National Assessment of Educational Progress, 2002). From the statement above, we know that one of the basic skills in writing. This is considered one

of the most challenging skills for students to master and also native English speakers still fail to demonstrate strong writing skills.

According to Johnstone, Ashbaugh, & Warfield, 2002. ESL teacher syllabus includes writing skill because it is an important component of student academic performance. Kellogg (2008) states that writing helps students to i) strengthen the grammatical structure, ii) expand their vocabulary, iii) support other language skills such as reading, listening, and speaking. At the educational level, writing success is used for various purposes. Writing skill helps the students indoor or outdoor class, output value, assessing programs, selecting students for appropriate classes.

3. Process of Writing

Language teaching not only focuses on the finished product but also on the process of writing. Writing is a process where writers start to write their ideas on paper which is a useful tool in the learning process. According to Hedge, the writing process is viewed as a way of thought and exploration. Writing is the result of controlling the composting process, which is the slow creation of a document, with procedures. Setting goals, developing ideas, arranging material, picking appropriate, writing a draft, reading and revising it, and then revising and editing are just a few of the tasks required.

Furthermore, related to the process to produce written works, Harmer (2004: 4-5) claims that while the content and form of writing work, as well as

the medium used to compose, four main elements must be present every time a writing process is conducted:

1) Planning

Writers who have a lot of experience map out what they're going to write. They try to figure out what they're going to say before they start writing or typing. Making comprehensive notes may be necessary for some writers. Writers must consider three major difficulties when preparing. In the first place, They must understand the purpose of writing because it will influence not only the kinds of texts that they produce but also the language which they use and the information they deliver. The second is the writer's experience, this calculates the audience that they are writing because it is not only influence form of writing but vocabulary employed, such as whether the sound is official or informal. Thirdly, the material structure of the piece must be understood by the writers. That is the most efficient method of organizing the facts, ideas, or points they have decided to present.

2) Drafting

The first draft of a written is called the draft. The first text is often done to make adjustments later on. The draft is a process from development written to editing. Some drafts can be made in the process of the final version.

3) Editing (reflecting and revising)

When authors finish a draft, they generally read it over to see where it fits and where it doesn't. Perhaps something is written in an unclear or perplexing manner. They may then rearrange the paragraphs or compose a new introduction. For a specific sentence, they can use different wording. Before dwelling on specifics like individual words and grammatical consistency, authors with more expertise focus on issues of general meaning and overall structure. The latter two, of course, are critical and are frequently handled later in the process.

4) Final draft

After the writers have finished editing their work and making the change they believe are essential. They complete their ultimate product. Since something changed during the editing process, It can be seen as very different from the first design and the first draft. On the other hand, the researcher is ready to deliver the written text to the intended audience.

4. Aspects of Writing

Arroprof (1989:129) states that Learning to write entails more than just learning how to use the orthographic symbol; it also entails learning

how to pick and arrange experiences for specific purposes. Besides, Jacob et al (1981:90) state that there are five aspects of writing. Those aspects are:

- a) Content is the main idea from the statements interconnected by the author as the development of a subject. Instead, of serving the task of transitioning, restating, and emphasizing, the content of paragraph are used to express ideas.
- b) Organization is the content of coherent which have sentences logically and formed easily. The structure refers to the order in which phrases and concepts are presented.
- c) Vocabulary is to choose the words that match with the subject. It is started with idea that the research must express herself or himself simply. Commonly, transparency is the main purpose. Choosing words reflect the message than tilt or blur it.
- d) Language is good grammar pattern and syntax to separate, combine, and organize ideas in words, phrase, clause, and the sentence. It can bring up the logical relationship in writing a paragraph.
- e) Mechanic refers to the use of the language graphic conversion. The steps are to arrange the letters, words, sentences, and paragraphs by utilizing structural knowledge and other related factors.

Harris (1969: 68-69) also states that writing contains five components, they are:

1. Content is the writing substance and communicated ideas.
2. Form refers to the way the content is organized.
3. Grammar is the use of grammatical forms and syntactic patterns.
4. Style is the use of structures and lexical words to give a piece of writing a specific tone or flavor.
5. Mechanics is the utilization of the language's graphic conventions.

Based on the two aspects above, they understand that a writer must provide a variety of writing services while working on a project. To write good English, a writer must be able to convey the message effectively and quickly. To produce qualified writing, the aspects of writing are required. In this research, the theory to measure writing test according to Brown (2004: 246), the aspects of writing consist of five items: content, organization, vocabulary, syntax, mechanics. Harris (1969: 68) states that “While the writing process has been studied in a variety of ways, most teachers would likely agree on at least five general components: content, form, grammar, style, and mechanics”. From the statements above, those 5 aspects should be used as the criteria for good writing. In this research, the writing test also used the 5 criteria above as the aspects of good writing.

C. DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Kane (2000: 351) states descriptive text was about the sensory experience of seeing, hearing, and tasting something. The definition mostly deals with visual perception, but it also covers other types of perception. Gerot and Wignell (1995:208) define “A descriptive text is written to describe a specific person, location, or object”.

Additionally, the purpose of descriptive text is to describe the appearance, feel, taste, and/or sound of something. A good description creates a mental image in the reader's mind of the object, place, or person described. (Oshima et al., 2007: 61). Furthermore, Pardiyono (2006: 166) states that a descriptive text is a description of a living or deceased entity, including humans and animals. Writing aims to use adjectives or attributes to describe parts, characteristics, features, quality, or quantity.

It is clear from the definition above that a descriptive uses visual experience to describe a person, location, or thing. It's used to make a visual representation of individual, location, and time, day. It can also be used to describe a person's outer appearance. It has the potential to provide details about their personality and character traits.

2. Social Function of Descriptive Text

According to Pardiyono (2006:166), social function of descriptive text is to use adjectives or attributes to describe the characteristics or condition of an entity, both person and item. From the definition above, we know that the social function of descriptive text is to characterize a certain individual, location, and item.

3. Generic Structure of Descriptive Text

A writer must understand the generic structure of descriptive text. Generic structures of descriptive text are identification and description. According to Pardiyono (2006) and Wardiman (2008). The following are generic structures of descriptive text:

- a. Identification is a section of descriptive language that introduces the topic and characters to be described. This section is intriguing, and it can entice readers to want to read the text.
- b. Description: a section of descriptive writing that explains the purpose of describing a specific individual, place, and item. A writer can describe a thing's dimensions, strength, condition, length, color, height, and attributes.

From the explanation above, it concludes that there are two generic structures of descriptive text, they are identification. Identification is to recognize phenomenon to describe and also explain

the subject in general. The description is to explain the characteristic, part, and qualifies the subject in detail.

4. Language Features of Descriptive Text

Every text in English has its language features, and each text's language features are unique. For example, in a descriptive text, the writer should employ the simple present tense. As a writer, you should be aware of the linguistic characteristics of a piece that needs to be written. The writer will be able to compose correct text as a result of this. The language features of a descriptive text are as follows:

- a Simple present is to explain about daily activities or habitually.

For examples:

- We have some cows
- Her dress is very beautiful
- The colour of my rabbit is black and white

- b Noun is a word that is used to refer to people, things, animals, places, and abstract ideas. Here is one type of noun and examples:

- Singular noun is used for objects that are one in number.

Singular nouns are formed by adding the article a, an (for vowels), or 'the' before the noun, while 'the' can mean: that or that one. For examples:

- A map
- An apple
- The letter

➤ Plural nouns are used for objects whose number is more than one, generally, plural nouns are formed by giving the word the suffix 's' or 'es'. The examples of plural nouns:

- Two cars
- Six newspapers
- Ten buses

c. Adjectives describe and number subjects, things, or objects.

For examples:

- His father has three cows and does not has a goat.
- The cat has brown fur and the colour is white, black, and white.

d. Action verb is used to show the real activities can be seen by the eyes and be heard by the ears.

For examples:

- I wash my clothes
- The boys kick the ball

Besides, Hammond (1992), There are a lot of language features that writers should be aware of. The first is the simple present, which

is employed in descriptive writing to describe the object. The second method is to employ action verbs to express the subject's physical or mental action. The third method is to utilize adjectives to provide additional information about nouns. The noun phrase is the fourth type of phrase, and it is used to give further instruction about the subject. The fifth word is an adverb, which is used to provide further information about a person's actions. The sixth verb is the verb of being, which refers to the subject's current state. The seventh verb is possessive, and it is used to express subject possession.

According to the statement above, descriptive text has many language features and the writer must offer to explain something. Because they are always in every sentence in descriptive text, the language features of the descriptive text in this study discuss about simple present, noun (plural and singular noun), adjective, and action verb that are utilized in material for scoring grammar test.

D. PREVIOUS STUDIES

Some previous studies have undertaken several researches on grammatical knowledge and writing ability. Furthermore, the researcher establishes a correlation between students' grammar mastery and their ability to write descriptive texts. And the findings of their research can be briefly discussed to provide context and support for this research.

The first previous study was conducted by Nadrin, Adhiyatma, and Jamiluddin (2015). The purpose of this study was to know the relationship between students' grammar mastery with the writing skill in SMA Negeri 1 Pasangkayu's tenth grade. The sample which utilized in this study was science class one (IPA 1) that contained forty students chosen by using the cluster sampling method. The method of information assortment was test and questionnaire. The previous researcher used Pearson's Product-Moment Correlation to analyze the data. This study's finding was categorized as a significant relationship between students' mastery of grammar and writing abilities in Senior High School One Pasangkayu.

The second previous study was conducted by Wahyuni and Wati (2018). The purpose of this study was to (1) decide the capability level of grammar mastery at English department students, (2) decide the capability level of writing a thesis at English department students, and (3) research the relationship between grammar mastery and writing a thesis at STKIP YDB Lubuk Alung during the sixth semester. The research utilized a correlational study, and the participants were sixth-semester students in the academic year 2017/2018. The total sampling technique was used to choose thirty-two students for this study. This study's finding was categorized as a significant relationship between students' mastery of grammar and writing a thesis proposal.

The third previous study was conducted by Etfita (2019). The purpose of this study was to know the relationship between students' mastery of

grammar with news writing ability of the 4th-semester students of the English Department at Universitas Islam Riau's faculty of teacher and training. The correlation research design was utilized in this research. The sample contained twenty-six students from the 4C class, who were chosen utilizing the cluster sampling technique. Grammar and news writing tests were utilized to collect data. This study's finding was categorized as a significant relationship between students' mastery of grammar and news writing ability.

The fourth previous study was conducted by Pamuji (2020). The research was expected the relationship between students' capacity to master grammar and their writing ability. The participants in the research are fourth-semester students and the sample was twenty-two fourth-semester students at STIKES Pembina Palembang's midwifery study program. The information was assembled through two tests: the TOEFL and the writing test. This study's finding was categorized as a significant relationship between students' mastery of grammar and writing ability.

Based on the four previous studies above and this research, the researcher finds the similarity and differences between them. The differences between the four previous studies above with the current research. Four previous studies took the object of research in different places (SMA Negeri 1 Pasangkayu, STKIP YDB Lubuk Alung, Universitas Islam Riau, STIKES Pembina Palembang), sample (X IPA 1, 32 sixth-semester students chosen by using total sampling technique, 4C, twenty-two of fourth-semester students of the midwifery study program, STIKES Pembina Palembang),

instrument (questionnaires and tests), (2015,2018,2019,2020) year in academic. This is data from four previous studies. In this research, the researcher wants to make a new something in this research and different from other previous studies. This research takes place as the object of the research at Vocational High School One Bandung and the sample comes from the first grade of Mechanical Engineering students (X-TKRO 4), the population is all students who come from (X-TKRO), this research utilized a test as an instrument for grammar and writing. It's held in academic 2020/2021. Because nowadays is pandemic, the students get offline and online learning and get the English lesson in the school only once a time a week. It's different from four previous studies at senior high school, STKIP, Universitas Islam Riau, STIKES, that get the English lesson two or three times a week and use type of offline learning. So, the researcher wants to know how the competence the students with the less get the theory. Four previous studies have similarities with this research is to find the correlation between grammar mastery and writing ability.