

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This part describes the theoretical construction to support the researcher to understand the data. The discussions are about the nature of writing, writing for Junior High School students, descriptive writing, writing assessment and previous studies.

A. The Nature of Writing

Writing is one of the basic tools of civilization. Myles (2002:1) said: the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Then Hugley et al (1983:3) explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. Based on the ideas above, the researcher concludes that writing is a thinking process, a transaction with words followed by a physical act.

Writing skill is very complex. It includes many things that are used as criteria. A good deal of attention is placed on ‘model’ compositions that students would emulate and how well a student final product measured up

against a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Brown, 2001:335).

For the writer hence, is expected to be able to arrange, organize the students' sentences clearly, coherently, and perfectly. Then, they should rewrite and revise it until what the students have written becomes plausible, understandable, and meaningful, so that the writer's message is easily understood by readers. So, whatever is written should be aimed at the reader, that person or persons who are expected read the composition.

Based on the description above, coherence means that the supporting sentences must be appropriate with the main idea. The sentences must be written systematically to make the reader understand the idea easily. Another criterion is cohesion. This part means that the supporting sentences must have relation to each other. All sentences must support the main idea. The writer may use the cohesive device to show the cohesion. The last criterion is unity. This part means that all the supporting sentences should relate to the topic sentence.

Finally, writing is a process of producing a text that includes lower and high self regulated thinking. The writing in English should consist of beginning, middle and conclusion. Writing is very important for everyone when they want to express their idea through the use of sign, symbol, etc.

B. Writing Analysis

There are some steps that a teacher should do to assess the ability of students' writing. Here are the steps based on Harris (1969):

1. Deciding in advance on the precise basis for scoring. The starting point is determining on the weight or emphasis that will be given to each of the various writing factors, such as content, formal grammar, style, and mechanics. The actual rating of the composition consist of:
 - a. The teacher must decide the number of score for each criterion. The total of all score criteria is the composition score.
 - b. The teacher also makes a general judgment for all criteria. Those criteria are classified into some categories, such as very poor, poor, good, etc. The classification is based on the absolute standard. However, it also must consider the performance of a general class.

The system that is going to choose must consider the number of teacher. If there is only a teacher in the class, it will be better to use the first method. In contrast, if there are several scorers for marking the composition, the second way is more appropriate to give general impression for the essay.

2. Treating the paper without the students' name during scoring if possible. However, it will be very difficult to apply this method if the number of students is very small in a certain class. The teacher, of course, still remembers the students' handwriting and style. When the numbers permit, on the other hand, anonymous scoring is highly desirable, for identifications of papers often leads quit unconsciously to score bias.

Papers maybe scored anonymously simply by having the students put their names on the unusual back of the sheets or on the cover of the test booklets which may all be folded back before scoring begins.

3. Scanning some papers to decide the general standard before the teacher scores any papers. Decide, for instance, a high, high-medium, low-medium, and low paper to serve the models. Then, as a teacher score the papers, return occasionally to the earlier models to ensure that the standards which are determined before are not shifting.
4. Having at least two independent readers for each theme, beginning with a practice session earlier for all readers in which they agree together on the rating of a sample of papers to establish the common standard, and making the grade for each composition the sum or the average of the ratings of the two or more readers. It is sometimes the practice, when the ratings of two readers do not agree, to leave the paper read a third time, and then to accept whichever rating is nearer to that of the third reader experiments have shown. However, that this practice makes the grade reliable than when the simple sum or average of the two ratings. The last three steps are used if the compositions are to be used to making crucial decisions about big numbers of students (as, for example, in a common experimental final examination)

In short there are some steps that a teacher should do to assess the students' writing text. The first is deciding the basic of scoring. The second step is scoring the paper anonymously. The third step is scanning

the papers to decide the score standard and the last step is asking some readers to score the students' paper.

C. Writing for Students Junior High School

Writing is one of the skills that must be learnt by the students. In junior high school level, there are three text genres that they must study that are narrative, descriptive and news item. In narrative, the writing usually discusses about the story in the past event. Then, descriptive writing discusses the way how to describe a certain object. News items explain about the news that happens around the students. They should be able to know the rhetoric steps of every genre in everyday life.

This research focuses the study on the ability of the eighth students' descriptive text. The purpose of studying the descriptive writing is that the students are able to produce a short descriptive text. They may describe a certain object, such as place or building, animal or person. When the students describe a certain place, they should know the name, location and every feature in that place. They may use literal or figurative meaning to describe the place.

In short, the students studied about descriptive text in the junior high school level. They can make a descriptive text after studying this genre. They may describe an object or person.

D. Descriptive Writing

There are some definitions about description. The first is from Schacter. According to Schacter (2007: 15) he said, that descriptive writing

describes a person, place or thing in a way that enables the reader to capture the description. Based on Irvine (2000: 34), the other definition is presenting details an object to the readers as clearly as possible. Than Kane (1987:7) states that, description is also about sensory experience-how something looks, sounds and tastes based on the reader's opinion.

Based on handbook "Easy English Learning" (2007:6), in descriptive text there are some elements, they are generic structures and language features. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds.

The students must be mastered about the generic structure of descriptive text before they write descriptive text. The generic structures of descriptive text are introduction (identifies phenomena to be described), description/ content (describes parts, qualities, and characteristics), and conclusion. According to Mark (2003:26-27) the first generic structure is a general opening statement in the first paragraph (introduction), the second is a series of paragraph about the subject (description) and the last is conclusion.

a. Introduction / identification

The statement introduces the subject of the description to the audience.

It can give the audience brief details about the when, where, who, or what the subject.

b. The content of a text Descriptive

Each paragraph usually begins with a topic sentences. The topic sentences previews the details that will be contained in the remained of the paragreaph. Each paragraph should descripbe one feature.

c. A concluding paragraph

The concluding paragraph signal the end of the text in descriptive text, the writer many not include a conclution in his or he description writing. To make the explanation above clearer, it is necessary to see the following example.

While in language features there are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, next, use of simple present tense.

Example **Text Descriptive:**

 { **SNAKES**

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, squamata) but from a sub-group of their own (serpents). Snakes have two legs but a long time ago they had claws to help them slither along. (**Identification**)

Snakes are not slimy. They are covered in scales which are just bumps on the skin. The skin is hard and glossy to reduce frictions is as the snakes slithers along the ground. Snakes often sun-bake on rocks in the warm weather. This is because snakes are cold-bloods and they need the sun's warmth to heat they body up. Most snakes live in the country. Some types of snakes lives in trees, some lives in water, but most live on the ground in

deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizards, and mice and other small snakes. The Anaconda can eat small crocodile's and even wild boars. **(Descriptions)**

Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snake glides away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar glider's. **(Conclusion)**

From the descriptions above, it can be concluded that descriptive writing is the effort of the writer to explain a certain person, place, or thing to the readers as clearly as possible based on the writer's perspective. The researcher tends to use the first description since the junior high school students usually describe a person or animal in a picture.

The characteristics of descriptive writing based on Schacter (1984) are: 1) Sensory details. 2) Precise language (cow instead of animal; mansion instead of home). 3) Comparisons (under the jeweled sky; speaks like a queen). 4) Strong verbs (She slammed the bag down.). 5) Hyperbole (faster than a thunderclap; hard as a stone).

The students should do some activities in descriptive writing, such as: 1. Organizing their thinking logically. 2. Searching for and communicate in details. 3. Defining people, places and things. 4. Writing with clarity and purpose.

Description is the most important text type that the writer must comprehend. By description skill, the writer can make a good classification of

a certain object based on his / her experience, observation and interaction to the object. The description can be done subjectively and objectively. Description is also used in the other text types, such as narrative, procedure, or recount. This part is mentioned in the opening paragraph before giving an explanation. Narrative text also uses this genre. The writer may use it to develop characterization or give the opinion about a certain setting or theme.

Usually the students describe about: (1) Explaining a picture. Ex: This is a forest. There are lots of animals and trees there. (2) Giving opinion about a character or place in a story. Ex: Romeo is an interesting character in Romeo and Juliet story. He has colorful hair that changes the color all the time and he wears a hat that speaks. (3) Reporting on an animal. Ex: A platypus is a monotreme. It has a bill and sharp claws. It lives in and near streams and is seen by people rarely.

In this research, the students are asked to describe place. The place that is chosen is their class. This object is chosen because they study there every day. It means that they know well the condition of the place.

While many texts, both factual and non factual, make use of describing to differing degrees, some texts, like information reports, are predominantly about description. They formally describe phenomena from a technical point of view.

E. The Elements of Writing

Although the writing process has been analyzed different ways, most teachers would probably agree in recognize least the following five general components:

1. Developing Ideas

The topics that were given to the students were considered familiar to the students. However, in this research there were some students who unable to develop their ideas well. It might be because they do not understand how to develop the ideas. The students said that they had studied how to make a good descriptive writing text. However, in practice, they did not succeed in composing a good descriptive text. The first problem is dealing with developing ideas. They confessed that they familiar with the topic, i.e the place. They already wrote the object, but in their writing there were only a small number of ideas presented. They were able to compose a good topic sentence. However, they were unable to develop it into a good paragraph. It also found that some students were not have a paragraph unity, according to Barnett and Stubbs (1990:105) "A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends)". To have a paragraph unity a student has to support the ideas into the sentences. For example in the first test found some uninformative text. So, the readers did not catch the idea of the writing text. The students admitted that this problem was due to the difficulties of transforming the ideas from the mind into written text.

2 Organizing ideas

Based on the findings, the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Many of the students failed to organize the text well. It was related to the use of coherence of descriptive writing. They must compose the writing by applying the correct coherences, so the students can bring the real situation to the writing works. Reep (2009:82) states that “a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences”. In organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and description.

Gerot and Peter (1994:208) mention that “there are two components in the descriptive text, (1) identification; identifies phenomenon to be described, and (2) description; describes parts, qualities, and characteristics”. In identification component, the student has to identify phenomenon to be described. It means that, in description component, the student has to describe parts, qualities and characteristics of the objects. After analyzing the organizing ideas components, it was found that there are so many students faced difficulties organized the text well. First, they were able to identify the place. They were able to mention the object, place, the name and the location. However, they could not mention the location only; they have to give the related information about

the object. Second, after identifying the place the student has to organize it by describing parts, qualities and the complete features from the object itself in order to inform the reader. Unfortunately, they were unable to describe the place well. Sometimes, the students cannot organize the paragraph well, it seems that they cannot develop the ideas of their writing well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to their text. Chronological order is ordered by time; it uses to explain the process, for example where is BIMA cafe? The students can use: first, second, next, etc to explain about the future of the places. Chronological order also used to describe events period of time. In fact, only small numbers of the students used chronological order. The students confessed that these occurred because they did not write the outline before write the text and did not a list of ideas first. They directly wrote the ideas coming to their mind. So, it makes their text did not organized well and many repetition of ideas presented.

3. Grammar

The concluding paragraph signal the end of the text in descriptive text, Grammar:

This element consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre.

Grammatical features of describing

The tense that is frequently used in descriptive text is present tense. The description is from factual point of view (e.g. sleeps, studies, goes, etc.). Parts of speech that usually used based on Knapp (2005) are:

1. Simple present tense

According to Raymon Murphy (2003:4) he said, we use the present simple to talk about things in general. He use it to say that something happens all the time or repeatedly, or that something is true in general. While Betty (2002:2) said in general, the simple present expresses events or situations that exist always, usually, habitually ; they exist now, have existed in the future.

Simple Present Tense : S + V + E/ES + O

Example : Rini always reads grammer book in the library.

2. Adjective

Adjective is one of word class which explains noun. Adjective has some functions in description. Adjectives are used to add more information to nouns and technical, everyday or literary, depending on the text type; for example,

Technical : Possums are nocturnal.

Every day : It is grey and brown.

Literary : Her appearance is majestic.

Adjectives also can be used on their own, as above, or as part of a noun group, as below:

Technical : Turtles are covered with a hard, box-like shell.

Every day : He has cool hairstyle.

Literary : His luminous, dark, coat gave him an eerie quality.

Adjectives are frequently used in literary descriptions which gives impact to the readers' emotion. Those maybe combine with the verb and adverb.

4. Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

According, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there are :

- a. Productive (active) vocabulary is words that they are able to produce themselves.
- b. Receptive vocabulary (passive) is words that they understand but may never produce.

Based on Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text, those are :

- a. High-Frequency Words

High-frequency words is vocabulary which mostly appears in text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of the language.

b. Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

c. Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigeneous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

d. Low-Frequency Words

This group is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost include the high-frequency list and words that we rarely use in the language.

5. Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended. The other example of violating the mechanic rule is:

She dresses beautifully

She dresses beautifully.

Those two sentences above violate the rule of mechanic. Conventionally writing a sentence must be started by capital letter and ended with punctuation such as period, question mark, or exclamation mark. The rule of spelling also states that the adverb form of beauty have two *Is* that must be beautifully.

The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousand of experiences. The mechanic represents the economic and efficient way of writing.

There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and dried, while the others fall into the area of usage or style.

The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are: a) Separating (e.g. a period separating sentences). b) Classifying or enclosing (e.g. parentheses enclosing extraneous information). c)

Connecting (e.g. a hyphen connecting a unit modifier). d) Impacting the meaning (e.g. a question mark making an otherwise declarative sentence interrogative).

The function of punctuation mark is the basic rule governed and determined whether it is needed or not. The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that is allowed by the grammatical structure (close style). Open style allows subjectivity, arbitrariness, and the use of some marks though it results in a more inviting product. The role of author's editor's subjectivity is crucial to make a well-punctuated text.

The main function of punctuations is to help the readers comprehend the intention of the writer. It could be done by choosing the appropriate grammar or logical structure of a certain sentence.

It will be very nice if the rule of punctuation could be reduced as simple as possible such as always using comma here, a semicolon, a dash in such-and such a place, etc. However the role cannot be changed. It depends much on the writer's purpose. Punctuation is a group of absolute rule, general convention, and individual option.

The example of flexible rule is when a declarative sentence is ended by a period. However taking a comma in coordinated independent clause is a convention (e.g. the sun had already set, and the air was growing chilly"). Sometimes comma is ignored when the clauses are not long and simple. Moreover, a comma or other mark is applied

unconventionally because the writer wants to give an unusual stress or rhythm.

Punctuation does not warranty that anything goes although it practiced by the good writer that may seem a bland of rule, convention, and idiosyncrasy. The writer must learn when the rules are absolute; when the conventions give his/her allow to choose some option, such as and, of course, what the option are; and when the writer may follow the heart without forgetting the reading. The effort is done to punctuate effectively. The writer, of course, should consider who the readers are. The younger writer should study the punctuation harder that the older because they already have a good skill of punctuation.

In the discussion of various punctuations the writer should differentiate the rules, conventions and unconventional but possible uses. The distinction is a little bit complicated. The writer should have a special strategy to make the rule easier. To reduce the confusion, it must be remember that the pure communication is the simple rule underlying all effective punctuation.

The other consideration is that punctuation is not something the writer imposes in a sentence after finishing writing it. Coma, semicolon and other marks are the part of grammar and style. The mistake in punctuation does not mean that the writer violate the arbitrary rule. S/he just shows the confusion of constructing the sentence. To write well, the writer must punctuate well; yet to punctuate well, the writer must also

write well. Therefore, both punctuation and writing cannot be separated each other.

In short, mechanic is the use of language convention in writing. The convention is the rule of language. Punctuation is also discussion in mechanic. From the above, it can be seen that the writing process, as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics.

In sum up, there are some aspects that a teacher should consider when s/he analyzes the students' writing text. The aspects are content, form, grammar, style and mechanics. All the components cannot be separated each other to produce a good writing.

F. Previous Studies

There are three previous studies related to this researcher. Junita Siahaan (2013) the first research entitled “ An analysis of students' ability and difficulties in writing descriptive texts”. The findings revealed that the students representing the middle and high achievers had a good. The result of percentage are, the percentage of analysis' an organization is 1.27%. the percentage of analysis in fluency/structure is 53.05% it is divided into article 2.44%, auxiliary verb 6.1%, tense 18.29, pronoun 4.88, preposition 3.05, pluralization 9.15, and conjunction 9.16, percentage of word choice is 18.9 it is divided into noun 7.93, verb 1.83, adverb 4.88, and adjective 4.27 and percentage in mechanic is 26.83 it is divided into spelling 18.29, punctuation 1.83%, and capitalization 6.71.

Indah Sri Purwanti (2012), the second research entitled “Descriptive analysis of grammatical errors in writing descriptive essay among the 8th grade students in mts amal sholeh sumogawe, getasan, semarang regency in the academic year of 2012/2013”. The result of percentage are, First, the errors in using the articles with 15,47%, followed by the using of verb tense with 15,07% and last is the using of word choice with 15,07% of 100% from all errors made by the students although it is the same percentage with the using of verb tense but it less in frequency.

Umami Rasyidah (2015), the third research entitled “An Analysis of Students’ Writing Skill in Descriptive Text of the Second Year Students at Smpn 2 Bangun Purba”. Research problem of this reasearch were: This research reports on an analysis of the students’ writing skill in descriptive text of the second year students at SMPN 2 Bangun Purba and also to find out the factors affect it. In this case, the students’ mean score in terms of identification was 55.75 in which it considered as in average level. Then, the students’ mean score in terms of description was 50.26 in which it also considered as in average level. Thus, generally, the students’ mean score of writing skill particularly in writing descriptive text was 51 and it was considered as the average level of skill.

Based on the previous above, the researcher is motivated to conduct a research on type analysis used by the students writing ability. The researcher used a descriptive design by using quantitative approach

to describe the students' in writing descriptive text. This research intended to find out the students' ability in writing descriptive. The research was be conducted on the eighth grade at MTsN Bandung in the academic year of 2015 / 2016.