

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents an overview of the definition of grammar, importance of grammar, grammar in descriptive text, grammar mastery, definition of writing, importance of writing, process writing, definition of descriptive text, generic structure of descriptive text, grammar and writing.

#### **A. Grammar**

##### **1. Definition of Grammar**

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system or pronunciation which students should acquire. Knowing grammar means understanding what the text means correctly.

Grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essential systems.

The rules of grammar as the dictionary suggest, are about how words and how they are put together into sentences. For example, our knowledge of grammar tell us that the word walk changes to walked in the past tense. This is an example

of the word changing its form. Grammar then is the way in which words change themselves and group together to make sentences. The grammar of the language is what happens to words when they become plural or negative, or what word order is used when we make question or join two clauses to make one sentence.

Further, grammar is thought to complete the basis for a set of language skill: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder in Widodo, 2006:122).

In reading, grammar enables learners to comprehend sentence interrelationship in a text, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences.

Considering those definitions and explanation, the researcher showed that Grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when

they communicate. Grammar is the way of word are used, classified and structured together to form coherent written and spoken communication. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure.

## **2. Importance of Grammar**

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Ur (1991: 76) "Grammar does not only affect how units of language are combined in order to 'look right', it also affects their meaning". Supporting his opinion, Knapp and Watkins (2005) state that "Grammar is a name for the resources available to users of a language system for producing texts.

A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function. Therefore, to write or speak in a clearer and more effective manner, people have to

study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

### **3. Grammar in Descriptive Text**

The genre of describing is one of the fundamental function of any languages system. When describing things from a technical or factual point of view. Language features of a descriptive text are follows:

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

Example:

- I have a pet.
- My cat is very cute.
- The color of my rabbit is black and white.

- b. Adjectives which describe and number subjects, things or objects.

Example:

- My rabbit has two ears and do not has horn.
- My cat has black fur and the color is white, black and brown.

- c. Action verb are used to show the real activities can be seen by the eyes and be heard by the ears.

Example:

- I wash my clothes.

- The boy kick the ball.
- d. Thinking verbs, that is the ones that are interrelated with the process of think.

Example:

- The man worry about it.
  - She understands about English material.
- e. Feeling verbs which refer to the ones expressing emotions by the subject in the sentence.

Example:

- Cinderella loves him.
- I enjoy her speech.

#### **f. Grammar Mastery**

Grammar is one of the components to develop skills, so people who want to master the language skills, they have to master the vocabulary and then grammar and pronunciation. Grammar can be said as a complicated component of English according to Dykes (2007). Therefore, the students must do effort as well as to increase their mastery especially on grammar. According to Morenberg (2009) if the students had been good mastery of grammar so that the students can manage words becoming meaningful sentences. So, the mastery of grammar must be developed by all learners if they want to mastery all skills in order to make the sentences more structured.

## **B. Writing**

### **1. Definition of Writing**

In learning English, there are four skills that should be mastered by the students, such as listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learnt. This argument is supported by Richard and Willy (2002:203),” writing is the most difficult for second language learner to master”. The difficulty is not only in generating and organizing ideas but also in translating idea into real text.

There are many different definitions about writing from some expert from many resources. Generally, writing is a way in sending message from the writer to the reader. According to Donald Hall said on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing is also a way which the writer think or a way of thinking which is share to the reader, like Scholes and Comley (1985) say that writing is a way of thinking as well as a means of communication.

According to Harmer (2007:112) “ Writing for writing, on the other hand, is directed at developing the students’ skills as writers. In other words, the main purpose for activities of this type is that students should become better in writing, all of kinds of writing to be mastered. There are good reasons for getting students to write such things as emails, letters and reports.

Writing can build students’ skill as writer, students can write their experiences, poems, articles, and etc. in their paper. Students know about writing

since they are learning in the school. In elementary school, the teachers teach how to write sentence, the students get knowledge about writing from their teachers. In junior high school, the teachers teach the students how to make a good paragraph. In this section, the teachers teach about the text in writing skill, and students will know the types of text. Beside that, in senior high school, the students learn about types of text and they can make the text and organize ideas well. Until in university, writing must be taught to the students.

According to Grenville (2001:10) states there seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instruction, all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another.

Writing is a task with its own organizational pattern and format. The organizational pattern and format of writing are dictated by the purpose of the type of writing. For instance, the way letter writing is structured is different from essay and reports of writing. Though each type of writing is means to put down thoughts, ideas and information, such done procedurally.

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Jones in R. Cooper and Odell (1977:33) writing was synonymous with discourse, and discourse was discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

On the other hand, Reinking, Hard and Osten (1993:188) state that writing was a way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing was a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it was a place which appears new ideas and emotion.

From the explanation above, we can state that writing is way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication. Writing is also a whole brain activity to formulate and organize ideas to deliver and communicate the aims from the writer to the reader and present it on a piece of paper.

## **2. Importance of Writing**

Writing is one of the important aspects in learning English. Besides, writing is also a part of linguistics competence (Pradiyono, 2006) and sentences are important keys to make a writing look good (Carino, 1991). Weaver (1998) says that in teaching writing, teachers have to give guidance to the students. Henceforth, in the process of teaching and learning writing, teachers have to be able to prepare appropriate materials that can engage students' interest in writing.

In the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they



should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, it needs good thinking, if all of them are applied, so it can be called good writing.

The fact of writing skill clearly gives many advantages to the writer, it suggests that having good writing skill will give many benefits to the writer. In addition, being able to take part in today's information culture, a writer can express themselves well through writing. The writer can communicate their ideas, thoughts, feelings and experiences at the same time.

O'Malley and Pierce (1996: 137) divide the purpose of writing into three categories; a. informative writing b. expressive/narrative writing, and c. persuasive writing. Informative writing is commonly used if the researchers want to share knowledge and give information, directions or ideas.

- a. Informative writing includes describing events or experience, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing can include a biography about a well-known person or someone from the researcher's life.
- b. Expressive/narrative writing is a personal or imaginative expression in which the researcher produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation and interpretations. It may include an autobiographical incident or a reflection in which a researcher describes an occurrence in her or his own life. This type of

writing is often used for entertainment, pleasure, and discovery or, simply, as “fun” writing and can include poems and short plays.

- c. In persuasive writing, researchers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the researcher uses to support the view expressed. Researchers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Researchers can also use personal experience or emotional appeals to argue in support of their view.

### **3. Process of Writing**

Teaching writing not only focus on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable aid to the whole learning process. According to Hedge writing process is seen as thinking, as discovery. Writing is result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In

addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

When we will produce a text, we must follow some steps which help the writer to write a text become easier. Those processes are: prewriting, first draft, responding, revising, editing, evaluating, and post-writing. Each step have function to make the writing become a good writing. Langan (2005: 23-34) divide writing process into four types, they are:

a. Prewriting

In pre writing there are five types technique that will help the writer to think about develop a topic and words on paper. This technique help the writer to write in the first time to start write something.

1. Free writing technique

Free writing means jotting down in rough sentence or phrase everything that comes to mind about a possible topic. In this time, the writer can write anything in mind without worried about the mistake, the writer can focus on discovering what the writer want to say about subject.

2. Questioning technique

In questioning, the writer generate ideas and details by asking question about the subject. By asking the question the writer can get the ideas and think about the subject. The question such as: Why? Where? When? Who and How?

### 3. Making a list

Making a list is also known as brainstorming. In this technique writer can collect ideas and details that relate to the subject. The writer can pile ideas without trying to sort major detail. The purpose is just to make a list of everything about the subject that occurs to the writer.

### 4. Clustering or Mapping

Clustering is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In this technique the writer can use lines, circle or arrows to show the relationship between the ideas and details that were made.

### 5. Preparing a starch outline

A starch outline is an excellent sequel to the first for pre writing technique. In a starch outline, the writer think carefully about the point that the writers are making, the supporting items, arrange those items. The starch outline is a plan to help to achieve a unified, supported and well organized.

#### b. Writing a first draft

In this time, be prepared to put in additional thoughts and details that did not emerge during prewriting. The writer can write and don't worry about the grammar, punctuation or spelling.

#### c. Revising

Revising means rewrite a paper, building on what has already been done, in order to make idea clearly. Revising is as much stage in the writing process as

prewriting, outlining and doing the first draft. In revising, the writer can arrange the writing to put things in the right place. Finally, after do all the things, writer can write in paper. There are three stages to revising process: revising contents, revising sentences and editing.

#### d. Editing

After have revised paper for content and style, the writers are ready to check or check errors in grammar, punctuation and spelling. Don't forget to eliminate sentence and skill mistake. The writing is better after finished this step.

According to Gebhard in O' malley (1996: 139) also give steps in writing process in school:

#### 1. Pre writing

In the prewriting stage, student may use graphic organizers as an aid to clarify the concept they will use in writing.

#### 2. Writing

During the writing process, student can edit and revise their works; share ideas with other students on how improve their writing.

#### 3. Post writing

Students share their writing with other, read aloud what they have written or exchange writing with other student.

## **D. Descriptive Text**

### **1. Definition of Descriptive Text**

According to Evawina (2010:7) descriptive text is a text clearly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer experience. In fact, not all students are able to write descriptive text properly and in appropriate with the existing elements in the descriptive text.

Additionally, descriptive text was a text may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. Furthermore, Pardiyono (2007:34) state that descriptive text was a type of written text text, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving descriptive of the object to the reader clearly.

From the definition above, it can be concluded that descriptive text is a text that describes a particular person, place or event in great deal. Descriptive writing clearly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the researcher's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

### **2. Generic structure**

The generic structure of a descriptive text are as follows:

a. Identification (introduction of subject)

In this part, the writer should explain about the subject. Writer also defines identifies phenomenon to be described and also explain the subject in generally.

b. Description

In this part, writer explain the characteristic, part and qualities of subject very clearly.

### **E. Grammar and Writing**

In the area of English as a foreign language learning, writing has been the most difficult and complex skill to acquire. It is normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. The assumption that the students are ready to write is after they have prepared with a certain amount of vocabulary or words so that they can arrange the words into sentences that represent the purpose of communication. Besides, it is in line with the reason that they have it in mind and they have practiced it when they are doing the spoken cycle. Thus, when they have to write, they can communicate and develop their ideas through their writing.

Moreover, this also implies that in order to master the four language skills i.e., listening, speaking, reading and writing, mastering language components is a must. That is why the teaching of language components, namely grammar, vocabulary and sound system (pronunciation, intonation, etc) should be targeted as much as possible to enhance the mastery of language skills.

Again, the writer here would like to point out that in order to be able to write well, meaning that we can convey our ideas and opinions to the readers well without leaving misunderstanding and misinterpretation. In some way, this indicates the relation between grammar and writing does exist. As Frodesen said that in the second language writing classroom, grammar is a source to make effective communication. But, it does not mean all kinds of grammar instruction are useful in the EFL/ ESL class, the students will automatically be able to transform input received through explicit grammar instruction into productive output.

Meanwhile, concerning the nature of written communication, Harmer (2004:6-7) explains: When we are engaged in spoken communication, we often decide what to say as the conversation continuous on the basis of what our co-participant are saying instead of being able to get our points across unhindered, we may be constantly interrupted and so have to proceed in a less structured way than we had anticipated writing, however, is as we have seen, significantly different.

The statements indicate that in speaking, sometimes, it is fine to use ungrammatical expression since clarifications and repetition are possible. Besides, spoken communication is usually supported by its context such as the speakers' tone, gestures and facial expression, so that saying everything in an exact grammatical way is unnecessary. In written communication, however, the case is different. The readers are totally depended upon what they read without being able to ask something weird or confusing they come across in a piece of written work.



As one of components of writing, grammar takes an important role in writing and clearly it effects one's writing. The better one's grammar mastery, the better his or her writing. The connection between writing and grammar is very important. Grammar helps readers to understand descriptive writing. Some people may be good in writing descriptive text with lots of good ideas to express but if they lack of grammar knowledge, they will have such a trouble in communicating those ideas to other people.

Hence, grammar and writing are depended each other. The writing teachers need to be aware in making decision about grammar in the writing classroom. Nevertheless, it seems that, in some form, the role of grammar remains as an essential component of effective written communication. Therefore, grammar and writing have a strong correlation because if students have a good ability in grammar, they are able to check their writing (Viet, 1989).

#### **F. Previous Studies**

Several studies were conducted by some experts about grammar knowledge and writing skill. Moreover, the researcher made a correlation between students' grammar mastery and their achievement in writing descriptive text. And the research findings of them can be elaborated briefly to give foundation and support for this research.

First, the study entitled "The Correlation between Grammar Mastery and Writing Ability". It had written by Putri, et.al. from University of Serambi Mekkah, Banda Aceh and University of Syiah Kuala, Banda Aceh in 2016. This

research aimed to determine the correlation between grammar mastery and writing ability of SMA Negeri 1 Bandar Baru. The method used descriptive method with quantitative approach. The subject of this research were the second grade students of SMA Negeri 1 Bandar Baru. Respondents were students of second grade at SMA Negeri 1 Bandar Baru about 247 students as population and 32 students were taken as the samples. The sampling technique used simple random sampling. The data of this research were students' scores on both tests. Pearson Product Moment correlation formula was used in analyzing the data because the number of the sample was more than 30. The t-distribution at the level significant 0.05 is 2.042 with the degree of freedom 30. Since the result of t-test is 18.51 which is higher than t-distribution ( $18.51 > 2.042$ ). The conclusion from this research that there was significant correlation between students' grammar mastery and their ability in writing of second grade at SMA Negeri 1 Bandar Baru.

Another research was conducted by Istiqomah, et.al. (2011) entitled "Correlation between Grammar Mastery and Descriptive Writing Ability" at second grade of SMAN 1 Teusan Nunyai, Lampung Tengah. The objective of the research were to find out there is significant correlation between grammar mastery and descriptive writing ability. The method of this research used co-relational study, which is also called an ex post facto design. The subjects were all students who were in class XI IPA and the sample of this research was taken from class XI IPA chosen randomly. The researcher used the instrument to collect the data. They were grammar mastery test and descriptive writing test. The objective of the research is to see how far the correlation between students' grammar mastery and

their descriptive writing ability at the second year of SMA N 1 Terusan Nunyai, Lampung Tengah, the researcher analyzed the data gathered by using *Bivariate Correlation* (SPSS). From the data analysis and the computing, it was found that there is a positive and significant correlation between students' grammar mastery and their descriptive writing ability. Based on the data analyzed by using *Bivariate Correlation* (SPSS), the researcher found that the coefficient correlation was 0.868. Therefore, the correlation of the students' grammar mastery and their descriptive writing ability is considered very significant as the coefficient correlation is higher than the critical value of *r* table ( $0.868 > 0.361$ ) with *p* which is less than 0.05.

There was difference between two previous studies above with this research. In this research, the researcher took place as the object of the research in vocational high school and the sample from second grade students. It was different with those previous studies because those previous studies took place in senior high school and first grade students as the sample. In vocational high school one Bandung, the students just get the English material once time in a week, it different with senior high school. In senior high school, the students can get three times in a week. So, the researcher want to know how the achievement of the students with the less get the theory. The similarity is to find the correlation between grammar and writing.