

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer would like to present theory followed by some of related studies which have been conducted by other researchers and research framework will also be presented.

#### **1.1 Theory**

##### **2.1.1 Definition of Writing**

There are some definitions of writing that have been proposed by some linguists. Waldfrod (1984: 4) defines writing as a useful tool for discovering and thinking. Reynonlds (1970) says that writing is a process when the students develop their own words into sentences to make good paragraph composition using brain, ideas based on experiences and facts.

Hornby (1987: 340) defines writing as the activity or occupation of writing e.g. books, article and he also defines writing as the way in which a person forms letters to word when writing. Serano (1971:38) explains that writing is an art and like any other art it has to be learned. Anderson (1997) text type in English MacMillan education Australia.

##### **2.1.2 Steps of Writing**

Frost (October 24, 2013) one of the keys to writing a descriptive text essay is to create a picture in your reading audience's mind by engaging all five of their senses-smell, sight, touch taste and sound.

There are several steps in writing a descriptive text essay :

Steps 1: Choose a topic

A descriptive will usually focus on a single event, a person a location or an item.

Steps 2: Create a statement

This is a single that will be prominent throughout your essay. It not only steps out the purpose of the essay but regulates the way that the information is conveyed in the writing of that essay.

Steps 3: Get the sense right

Next, create five labeled columns on a sheet of a paper, each one having a different of the five senses. This labeled help to short out as describe the topic.

Steps 4: Create an outline the next step is to create an outline listing the details of the discussion of each paragraph.

Steps 5: Write the conclusion

Finally, the conclusion paragraph makes a summary of the entirety of your essay.

Steps 6: Revising means or questioning our discover draft to make sure it has fulfilled our purpose in writing.

Steps 7: finish it up

Read our essay again very carefully and check any grammar.

### **2.1.3 Aspect of Writing**

Robachter (1991: 45) states that there are essences for effective writing as follows:

- a. Grammar.
- b. Vocabulary.
- c. Mechanical correctness.
- d. Fluency (style and ease of communication).
- e. Form (Organization)

Mechanical correctness deals with standard grammar, spelling, punctuation and vocabulary. Content is something to say in writing. Organization deals with the structure of the writing in conveying the meaning.

### **2.1.4 Writing Process**

In order to produce a good writing, students must know the steps or process of writing. As a process, writing is a systemic concept that is arranged chronologically and effectively. Parris (2001: 3) summarizes steps of writing process as follows.

- a. Prewriting: involves to gathering ideas, choosing a purpose and audience, and ordering ideas.
- b. Drafting: involves putting ideas on paper, exploring new ideas during writing.
- c. Revising: involves editing considering ideas and organization, correcting errors including sentences structure usage spelling.

### 2.1.5 The Principle of Writing

In order to make writing becomes readable and effective there are some principles that should be known as stated by Dough Newsom and Wollert, the general principle of writing are as follows:

**a. Be concise**

Use the fewest possible words, it means the writer should choose the brief words that contain clear meaning. Conciseness can be gained by replacing a series of words that contains same meaning and eliminating the unnecessary information. For example: despite the effect that can usually be replaced with although, in the event that simply.

**b. Use familiar words**

Use word that easily to be recognized and be understood by the reader. Such as: ambiguous (unclear), admonition (warring), approximately (about), exhibition (show) etc.

**c. Be concrete and specific**

A use concrete and specific word so the reader will be able to capture the writer is mind in the text. For example, a word like “cold” is quite abstract: it could refer to many different things. Snow and ice are concrete and create a clearer picture in the mind of the reader’s.

**d. Be positive**

Use statement in positive form can make the message more direct, more forceful, and more interesting.

**e. Be organized**

In order to make writing plainly, so it need to be well organized. In brief, arrange the statement and paragraphs come in the right order. Then create smooth transition on the next point.

**2.1.6 The Purposes of Writing**

According Heasley(1962: 26)writing has several purposes:

**a. To inform**

Writing to inform contains the information about something to the reader. Moreover, it should be accurate, clear, concise, and objective and based on vast factual information. There are many form of writing to inform. Such as easy examination in the college, report, repost, recipe books, etc.

**b. To amuse**

Writing is to amuse or entertain the readers' through the writing itself. To do this choosing the humor/joke which is still appropriate and acceptable or not in the society is needed by the writer?

**c. To satirize**

Writing to satirize means writing to criticize and effect reform. The writer need to be sure it can make the reader aware of the fact which is conveyed in the writing. It is important to avoid misinterpretation for the reader.

#### **d. To persuade**

Writing to persuade is writing to influence the reader's thought or actions. In this case, the writer will use persuasion in order to accuse or defend to effect the reader's mind.

#### **2.1.7 Descriptive Text**

According to Mark Anderson and Kathy Anderson that descriptive text or description describe a particular person, or thing, its purpose is to tell about the subject by describing its features without including personal opinion. Besides, the word descriptions from two words: *scribe*, meaning "to write" and *de*, meaning "down" or "about". There is a hint in the describing you will follow the outline of an object visually and then write it down or "draw" it in words.

#### **2.1.8 Kinds of Descriptive Text**

As we know descriptive text is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, height etc. Therefore, based on the statement, it can be seen that descriptive has three types or kinds.

##### **a. Description of Place**

When we start to write anything in description, it should be clear. As stated by Sandra C. Key that the best way to describe a place is to show someone the actual place or take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, so it is important to give a clear picture of the size and arrangement of the space involved. Therefore, in describing a

place we should be taken consideration (a). The location of the object of the place should be clear, (b). The details should be arranged logically and systematically so that it is easy for reader minds and (c). Controlling idea, this is the most important in writing process, because if we have a strong controlling idea it can give the paragraph focus.

The grammatical is use describing a place is subject-verb agreement and as a notice that since the selection describes an area that no exists, the verbs are in the present tense.

#### **b. Description of Person**

If we are writing a descriptive text of a person, we gather informative details about that person and then as our self what thesis details add up to. In describing of person, there are many ways such as his/her face color of hair, clothes, skin, body shape, etc. In describing a person, however, we are not obliges to give every single detail about the person's appearance we can focus on one or two striking features that convey something about the person's character.

Details in descriptive paragraphs are organized spatially to give the reader a clear picture, clarifying the spatial relationship help must to achieve coherence paragraph. These spatial expressions are culled adverbs of place and there is an expression that clarifies space relationship and its special sentence construction.

Adverb of place	Verb phrase
Under the desk	Is

The normal word order of this sentence is:

Subject	Verb phrase	Adverb of place
A basket	Is	Under the desk

### 2.1.9 The Linguistic Features of Descriptive Text

Descriptive paragraph usually include the following linguistic features:

- a. Verb in present tense.
- b. Adjective to describe the features of the subject.
- c. Topic sentence to begin paragraph and organize the various aspects of the description.

The linguistic features play significant role to sustain in producing a good description. Next the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the linguistic features are conveyed to construct vividly description.

For example:

#### **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 crocodiles and even wild boars. (Descriptions).*

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

#### **2.1.10 The Schematic Structures of Description**

According to Pardiyono, (Teaching Genre Based Writing (2007: 34). The schematic structure of description paragraph consists of identification and description. Identification mention phenomenon to be describe, while the description described the parts, the qualities, and characteristics of what been describe, and according to Anderson (2007: 26-27). Say that to construct a description usually ashes an opening paragraph each describing one features of the subject. There can also be a final concluding section that signals the end of the description.

#### **2.1.11 Simple Present Tense**

Simple present tense is one of present tense. 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 sentence have different formula that is as follows:

### a. Verbal sentence

I/You/We/They + Verb 1
He/She/It + Verb 1 + 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) just be added suffix-s-or-es, here is the details:

(a) The verb that ends by ss, x, ch, o, and *sh* must be added suffix-es for example:

- a. She kisses her mother before going to school.
- b. He washes his motorcycle every day.
- c. Mrs. Smith teaches biology in that high school.
- d. Ana rarely goes to school by bus.
- e. The verb that ends by *y* must be added suffix-es after change *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.

(b) The verb that ends by *y*-that there is a vocal before it must be added suffix -s for example:

- a. Tony plays football every Sunday morning.

b. Mother buys fruits twice a week.

c. She says that she is a nurse.

(c) The other verbs that is not stated above it is only added suffix-s for example:

a. He gives me a bar of chocolate every day.

b. She always comes early in the morning.

c. Mr. Jhon lives in Kupang.

(2) In negative sentence, there is not suffix –s/es. Auxiliary –does not (doesn't) is used is used to the subject *He, She, and It*; and auxiliary do not (don't) to subject I, We, You, and They. For example:

a. Alice does not like friend rice.

b. They do not now secret.

c. I do not eat your sandwich.

(3) 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:

a. Does your uncle live in London?

b. Did your presents like travelling?

c. Do Mr. And Mrs. Pierce have a daughter?

#### **b. Nominal sentence**

S+to be (am, is are) +Noun/ Adjective / Adverb
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To be “am” is pronoun I; “is” for He, She, and It; and “are” for You, We, You, and They. For the negative sentence it must be give “ not “ after “to be” and for

interrogative sentence “ to be “ must be placed in the beginning. The example of nominal sentence is as follow:

- a. She is angry with me.
- b. Ann is not (isn't) my class mate.
- c. They are not (aren't) here.
- d. I am not an English teacher.
- e. Are you fifth grader?

## 2. Function

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

- a. 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.
  - Jhon and Lusi usually go home together.
- b. To state general fact. For example:
  - Everyone enjoys music (it is general fact. The proof is there are many people that like listening to the music from radio, tape recorder, television, music show, and etc).
  - Must 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 Muslims, they are forbidden to consume pork.
- c. To state statement. Although they as statement present a case that is happening this sentence must use simple present tense. For example:
- I feel hungry.
  - I love Indonesia.
  - I like the scenery.
- d. 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 Friday.
  - The airplane takes off at 8 o'clock this morning.
- e. To state general truth. Contrasted with general fact (function be) that there is a change, general truth is permanent 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.
- f. To state what someone does in accordance with his or her duty, 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.

### 2.1.12 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 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:

- a. Surabaya is the capital city of East Java.
- b. The building becomes popular in the word.
- c. It seems like rather a place than a grave.

To discribe 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 example of the use of simple present to describe is

- a. She is a beautiful woman.
- b. He is smart and diligent.
- c. He has an oval face.
- d. My cat eats two fish every day?

## 2.2 Review of Related Studies

Related studies are the studies that related to the present study in terms of being the same theory applied. Some previous studies that are reviewed include the following:

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 is, 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, prepetition 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 amalsholehsumogawe, 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.

Ummi Rasyidah (2015), the third research entitled “An Analysis of Students’ Writing Skill in Descriptive Text of the Second Year Students at SMPN

2 BangunPurba”. Research problem of this research were: This research reports on an analysis of the students’ writing skill in descriptive text of the second year students at SMPN 2 BangunPurba 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 31.

### 2.3 Conceptual Framework

