

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories of writing previous studies and theoretical framework

2.1 Theory

2.1.1 Definition of Writing

There are some definitions of writing that have been proposed by linguists. Wardfrod (1984: 4) defines “writing as a useful tool for discovering and thinking”. Reynolds (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, articles, and he also defines writing as the way in which a person forms letters to word when writing”. Then Serano (1971: 38) explains that “writing is an art, and like any other art, it has to be learned”.

2.1.2 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.

1. Prewriting

It involves gathering ideas, choosing a purpose and audience, and ordering ideas.

2. Drafting

It involves putting ideas on paper, exploring new ideas during writing.

3. Revising

It involves editing considering ideas and organization, correcting errors including sentences structure usage, spelling.

2.1.3 Aspects of Writing

Robachter (1991) states that there are essences for an effective writing. Such essences include mechanical correctness, content, and 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 The Principle of Writing

In order to make writing readable and effective there are some principles that should be known as stated by Doug Newsom and Wollert (1987). The general principle of writing areas follow :

1. 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 the same meaning and eliminating the unecessary information. For example, his arguments were concise, simple, and clear

2. Use Familiar Words

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

3. Be Concrete and Specific

Use concrete and specific words so the reader will be able to capture the writer's mind of 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 readers.

4. Be Positive

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

5. Be Organized

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

2.1.5 The Purposes of Writing

According Heasley(1962: 261-330),writing has several purposes as follows;

1. To Inform

Writing aims at providing information or description to the readers. Moreover, it should be accurate, clear, concise, and objective and based on vast

real information. There are many forms of writing to inform, such as essay examination in the college, etc.

2. 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.

3. To Satirize

Writing to satirize means writing to criticize and effect reform. The writer needs 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.

4. 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 define and to effect the reader's mind.

2.1.6 Descriptive Text

According to Hammond (1992: 78), the social function of descriptive text is to describe a particular person, place or thing. The generic structure of this text are the following.

1. Identification

Identifying the person, place or things to be described.

2. Description

Describing parts, qualities, and characteristics.

The purpose of descriptive text is to use in all forms of writing to create a vivid impression of a person, place, object or events as the following

1. Describe a special place and explain why it is special.
2. Describe the most important person in your life.
3. Describe the animals habit in your report.

Example :

My Grandmother

(Yasinta, p,12: 2018)

My grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when mom went to work.

My grandmother likes to tell stories. She usually tells me brief stories of her childhood and expressed them very well with her tired, old, wrinkled hands. My grandmother always says good things about her. She once told me that she was the nicest person she had ever met.

I really love my grandmother.

2.1.7 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, often describe each of people in terms of age, national, clothes, hair, face, etc.

2.1.7.1 Description of place

When we start to write anything in description, it should be clear. As stated by Sandra Mckey (1989) 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 clearly 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 use in describing a place is subject-verb agreement and as a notice that since the selection describes an area that no exist, all the verbs are in present tense.

2.1.7.2 Description of Person

If we are writing a descriptive text of a person, we gather informative details about that person and then ask ourselves what these 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 obliged 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 us to achieve coherence paragraph. These spatial expression are collect adverbs of place, and there is an expression that clarifies space relationship and its special sentence construction.

| | | |
|-----------------|-------------|----------|
| Adverb of Place | Verb Phrase | Subject |
| Under the desk | Is | A basket |

The normal word order of this sentence is :

| | | |
|----------|-------------|-----------------|
| Subject | Verb Phrase | Adverb of Place |
| A basket | Is | Under the desk |

2.1.8 The Schematic Structures of Description

According to Pardiyo, (2007: 34) the schematic structures of description paragraph consist of identification and description. Identification mentions phenomenon to be described, while the description describes the parts, the qualities, and characteristics of what has been described, and according to

Anderson (2007: 26-27). To construct a description usually asks an opening paragraph each describes one feature of the subject. There can also be a final concluding section that signals the end of the description.

2.1.9 Simple Present Tense

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

2.1.9.1 Sentences Building

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

1. 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) must be added suffix-s-or-es,here is the details :
 - (a) The verb that ends by s, x, ch, o, and *sh* must be added suffix-es for example;

1. *She kisses her mother before going to school.*
2. *He washes his motorcycle every day.*
3. *Mrs. Smith teaches biology in that high school.*
4. *Ana rarely goes to school by bus.*

(b) The verb that ends in *y* must be changed to *i* before adding suffix *-es*. For example;

1. *The baby always cries in the middle of night*
2. *He tries to do the best in every chance*
3. *Sandra rarely replies my letters*

(c) The verb that ends by *y*-that there is a vowel before it must be added suffix *-s* for example;

1. *Tony plays football every Sunday morning.*
2. *Mother buys fruits twice a week*
3. *She says that she is a nurse*

(d) The other verbs that are not stated above it only added suffix-*s*
for example;

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

2. *She always comes early in the morning*

3. *Mr. Jhon lives in Kupang*

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

a. *Alice does not like fried rice.*

b. *They do not know secret.*

c. *I do not eat your sandwich.*

3) Interogative 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. *Do your parents like traveling?*

c. *Do Mr. and Mrs Pierce have a daughter?*

2. Nominal sentence

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

To be “am” is for pronoun I; “is” for He, She, and It; and “are “ for You, We, and They. For the negative sentence it must be given “ not “ after” to be” and for

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

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

2.1.9.2 Function

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

1. To state habit or phenomenon that happen 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 :

a. *He goes to school at 7 o'clock every Friday*

b. *Rya often comes late*

c. *Jhon and Lusi usually go home together*

2. To state general fact. For example :

- a. Everyone enjoys music (it is a general fact. The proof is there are many people that like listening to the music from radio, tape recorder, television, music show, and etc)
 - b. Most of Indonesian people live on agriculture (this sentence also contains a general fact we know that)
 - c. Most of Indonesian people do not consume pork. (it is general fact that most of Indonesian people are moslems they are prohibited to consume pork)
3. To state the activity that will be done based on schedule. For example :
- a. *The movie begins at 8 o'clock this evening*
 - b. *We fly to Jakarta Friday*
 - c. *The airplane takes off at 8 o'clock this morning*
4. To state general truth. General truth is permanent cannot be changed. For example :
- a. *The sun rises in the east and sets in the west*
 - b. *Indonesia is between Asia and Australia continent*
 - c. *Japan has four seasons*
5. To state what someone does in accordance with his or her duty or what an animal or a thing shows as its characteristic. For example :

a. A teacher teaches students

b. A nurse works at hospital

c. A bird twitters in the morning

2.1.10 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 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 example of the use of simple present to identify are :

a. Surabaya is capital city of East Java.

b. The building becomes popular in the world.

c. It seems like rather a place than a grave.

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

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

There are some studies having been done that are related to this study.

Handri (2013) did a study entitled “*A Study on The Ability in Writing Descriptive Text of the eight Grade Student’s of SMA Muhamadiyah Kupang in the School year 2013/2014*”. His study focused on grammar and vocabulary. He found that students were able to write descriptive text and their level ability “average”.

Maria (2014) did a research entitle “*A study on the Ability in Writing Descriptive Text of the Eight Grade Students of SMP Binawirawan Maumere in the School Year 2013/1014*”. Her study focused on grammar and vocabulary. In her study she found that the students were able to write descriptive text. The level of students ability was “good”

Paga (2009) study was entitled “*A Study on the Ability in Writing Descriptive Text in the Twelve Grade Students of SMA Muhamadiyah Kupang in the School Year 2009/2010*”. In this study he wanted to find out, how well the pictures give contribution to students in writing descriptive text. An experimental design was used to gathering data, analysis data. It consists of 18 students in ten

science class as subject of the study because their knowledge about English is very good.

Erika (2014) conducted a study and the title is the use of picture series to improve the writing skills of tenth grade students of SMAN 1 Srandakan academic year 2013/2014. The strategy made a quite much improvement of the students writing in the aspects of content, organization, language use, vocabulary, and mechanic. In reference to the students writing scores, the gain score of content aspect was 4.78, organization aspect was 4.32, language use aspect was 6.63, vocabulary aspect was 2.52, and mechanic aspect was 0.77.

Similarly, Tonia Mini (2014) did a study under the title “*A Study on the Ability in Writing Descriptive Text paragraph based on Pictures of the Seventh Grade Students of SMPK Santa Maria Assumpta Kupang in the School Year 2013/2014*”. Her study focused on grammar and vocabulary. In her study she found that the students were able to write descriptive text. The level of students ability was “good”.

2.3 Conceptual Framework

A descriptive text is a text that describes the feature of someone, something, or a certain place. Descriptive text is introduced at the first year of junior high school then continued to senior high school. But the students found some difficulties in learning descriptive text. For instance, in writing descriptive text the students need to broaden their ideas and imagination in order to make a vivid and

clear descriptive writing. Meanwhile, stimulating their brain to produce the ideas and imagination cannot use a whiteboard and marker as the teaching aid.

This study is about the students' skill, the writer just limits on writing ability of the eighth grade of SMPN 10 Kupang in writing descriptive text.

